

## **VOLUME 2**

The Appendices in Volume Two  
have been numbered to match  
the Chapter numbering of  
Volume One



**THESIS  
CONTAINS  
VIDEO**

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APPENDIX 4a

GUIDING PRINCIPLES FOR SPEAK TEACHERS - JULY 1985  
SPEAK OBJECTIVES

Guiding Principles for SPEAK teachersA. The SPEAK approach to teaching

The SPEAK approach is based on the communicative approach to language teaching. This means that the course emphasis will be on teaching children to use language for a real purpose i.e. communication in real situations. As teachers using this approach, we should be aware of the following

1. English must be used as the medium of instruction. This means that all instructions, explanations, requests etc in the classroom by the teacher or the pupils should be in English. We must teach the children how to ask for things in English and the meaning of specific classroom instructions, like 'Pass up your books' etc. Mother tongue should only be used as a last resort.

2. We should try to encourage discussion in our classrooms where children talk to each other and to the teacher about things which are important to them. For example, an introductory activity each week could consist of 'News' in which each child is encouraged to tell the others about something that happened to him or her during the week. Pupils should be encouraged to question each other about these things. The purpose of this kind of activity is to encourage a real exchange in the classroom of information which is new to everyone or 'unpredictable'. Most ESL classrooms are marked by the lack of an 'information gap' because the teacher does not encourage real exchange of information. In most communication, the message is reasonably unpredictable.

3. In order to develop the children's fluency in English, it is important to encourage them to speak more fully, i.e. in extended speech. This means that the teacher should not restrict their speech to one word or one sentence or one clause only, but encourage them to speak more fully when answering or discussing things in class.

4. If the purpose of an activity is to encourage fluency in pupils, then it is important not to criticise pupils when they make grammatical mistakes or to draw attention to the mistakes. This can inhibit and break pupils' confidence.

5. If the purpose of the activity is to focus on accurate reproduction



then correction of errors is important. We need to discuss how to correct errors efficiently.

6. In conversations there are several ways in which people react to each others' utterances. We may add a comment, respond with a gesture or expand on what the person has just said. As teachers we should always respond to a child's utterance and if appropriate, expand or ask the child for additional information. This will help them with their language development.

7. When we communicate in our mother tongue, we generally indulge in 'turn taking' in our conversations. This means that both people involved in the conversation not only respond to each other's comments, but also initiate talk spontaneously. In most ESL classrooms the teacher always starts the conversations and responds to the pupil comments. However, it is important for us to encourage children to initiate conversations and discussions, to ask questions and make comments. Thus we have to make sure that children have the language tools to ask questions (hopefully we shall teach them the language of questions in Course 1.)

'The children must be allowed to grope, to play around with the language, to internalize it by using it and in using it to make mistakes.' Christopher Brumfit

#### B: SPEAK approach to education

It follows from the above set of teaching principles that we need to create a free, open and loving atmosphere in our classes where children feel safe to experiment, to question, to apply what they have learnt to new things. As teachers we should always draw on our pupils' background knowledge and use it creatively in our classrooms. Children should be encouraged to explore and create without fear. They should feel valued as human beings and should be encouraged to share their knowledge and skills with each other. The teacher thus becomes more of a guide and a facilitator than an authority figure who 'knows everything'. The teacher and the pupils should become joint negotiators in a democratic environment. For example, teachers should be open to asking children which activities they would like to do and be open to changing their plans.

## SPEAK materials

Each <sup>unit</sup> will contain the following elements

- 1 A warm up activity (Tutors will plan their own warm-ups) 10 mins
- 2 A Listening Comprehension
3. Elicitation and Explanation of key functions and structures in the Listening Comprehension
4. Accurate reproduction of the functions/structures through the use of various activities
- 5 Immediate creativity. In this part of the lesson, the emphasis is on fluency and using the language creatively. This will take the form of a game or a discussion or a communicatively orientated task
6. Homework: Teachers will explain the H/W to pupils.
7. Practical Creative Task: Pupils will work on constructing a model of Soweto and the Central Business District in Johannesburg using cardboard, crayons etc. The pupils will construct the model according to the journey made by Nomsa, her mother and Thabo. This task will provide an opportunity for extensive and genuine interaction between the teacher and the pupils and will be an excellent way of introducing the pupils to new vocabulary etc. (There is no set plan to this activity so SPEAK teachers are free to incorporate it in whatever way they like)

A unit may take 2 weeks to complete.

# CONTENTS

OBJECTIVES OF THE SPEAK PROJECT

BEHIND THE HEADLINES

STORIES AND POEMS BY SPEAK CHILDREN

PUZZLE PAGE

PARENTS' PAGE

CAN YOU DRAW A MAP OF YOUR NEIGHBOURHOOD?



PEAK is an independent, non-formal, educational project for primary school children learning English as a second language. At the moment, we have two centres in Soweto : one at IPELEGENG COMMUNITY CENTRE in White City, Jabavu, run by Martha Mokgoko, and one at Glyn Thomas Residence, Baragwanath, run by Ippa Stein. Union Hoko and Joan Mofokeng are project teachers working at the PELEGENG CENTRE.

PEAK was started in July, 1985 and is funded by The Chairman's Fund of Anglo-American. There are 130 children on the programme from higher primary schools in the Jabavu area. The children are mostly from Std 3 and Std 4.

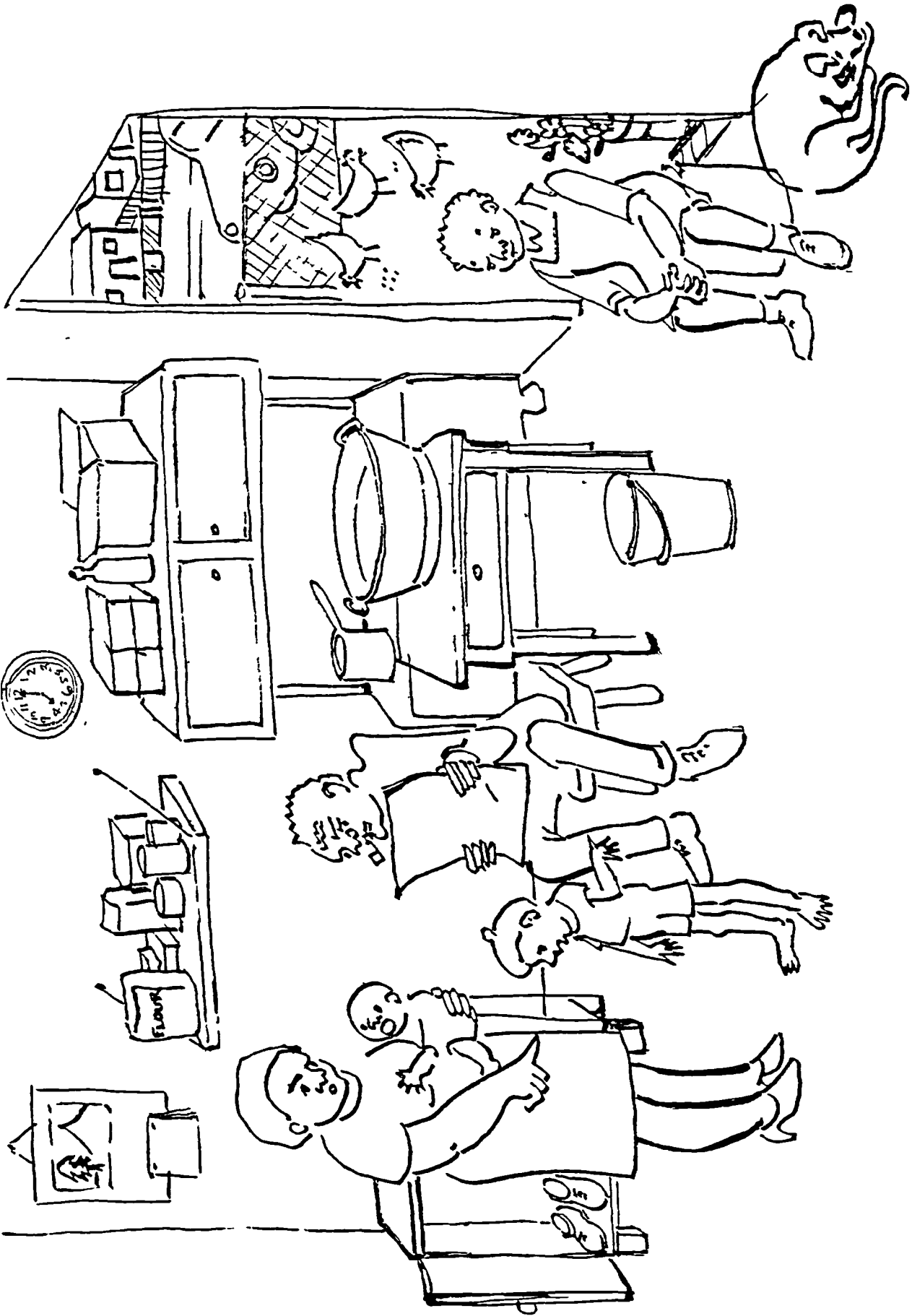
SPEAK aims to do the following:

- \* to develop children's confidence in using English
- \* to engage the children in active learning of the language through the use of communicative games, drama and task-based activities
- \* to provide children with an opportunity to practise their English communicative skills in an environment free from the restrictions of the DET school system
- \* to develop children's creativity and critical thinking skills
- \* to develop children's awareness and understanding of this society and of their history
- \* to devise materials and training programmes to implement this project in different communities.

CONTACT US AT IPELEGENG CENTRE, WHITE CITY, JABAVU, SOWETO  
OR 930-2955 or 614-5620

APPENDIX 4b

SPEAK MATERIALS - UNITS 1,2,3



LISTENING COMPREHENSION 1MAKING PREPARATIONS TO GO TO TOWN.

other. Nomsa, are you ready to go?

Nomsa Yes mama, I'm ready

other: Good. Thato, are you ready to go?

ato: Not yet. I still have to wash.

Mother. Well, hurry up now.

Thato: Where's the washbasin Nomsa?

Nomsa: It's on the table Look over there! [pointing to the  
kitchen table]

Thato: Is the soap in the bedroom?

Nomsa: Yes it is.

ato: And where are my shoes? I can't find them  
anywhere'

other. They're in the cupboard Thato. Now hurry up  
or we'll miss the bus.

### 13. ACCURATE REPRODUCTION.

#### a) WHERE ARE THE MICE?

This activity gives pupils practice in asking and answering questions using WHERE + VERB and using the correct preposition. Pupils do this activity in pairs. Demonstrate to pupils what to

#### Example

A: (points to a mouse) Where's the mouse?

B: It's on the table.

A: Where's the mouse?

B: It's in the pot.

etc.

Pupils then exchange roles.

Teacher hears each pair demonstrate what they have done after they have practised it. [See attached PUPIL WORKSHEET 3 for the visual].

#### b) GAME: Is it in the bucket?

This activity is an information gap activity designed to give pupils practice in asking and answering Yes/No questions.

Procedure: Each pupil get a piece of paper with an instruction on it (prepared beforehand by the teacher) which reads something like this:

e.g. Hide your pencil in the tin.

Each pupil gets a different instruction. Pupils then proceed, one by one, to carry out the instruction. The other pupils close their eyes as one pupils hides his object in the assortment of containers around the room (the teacher

should bring a collection of boxes, tins, containers to the class)

Then each pupil gets a checklist like this which he/she has to complete by asking questions. Each pupil then goes around to 2? or 3? other pupils to find out where their objects are. The teacher could do a demonstration with one pupil: :

Example:

A: Hello. What's your name?

B: Nomvula.

A: What's the name of your object?

B: A pencil.

A: Is it in the cupboard?

B: No. (or) No, it isn't.

A: Is it on the shelf?

B: No, it isn't.

A: Is it in the tin?

B: Yes, it is.

A: Thank you. [Pupil then writes in the name of his friend, the name of the object and where it is in the form]

## SPEAK PUPIL WORKSHEET 2

JULY '85

Name

Object

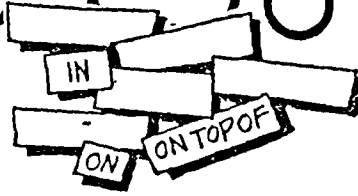
Place



# WHERE?



Where are  
the mice?



There are 12 mice

There's a mouse in the oven

There's a mouse on the table



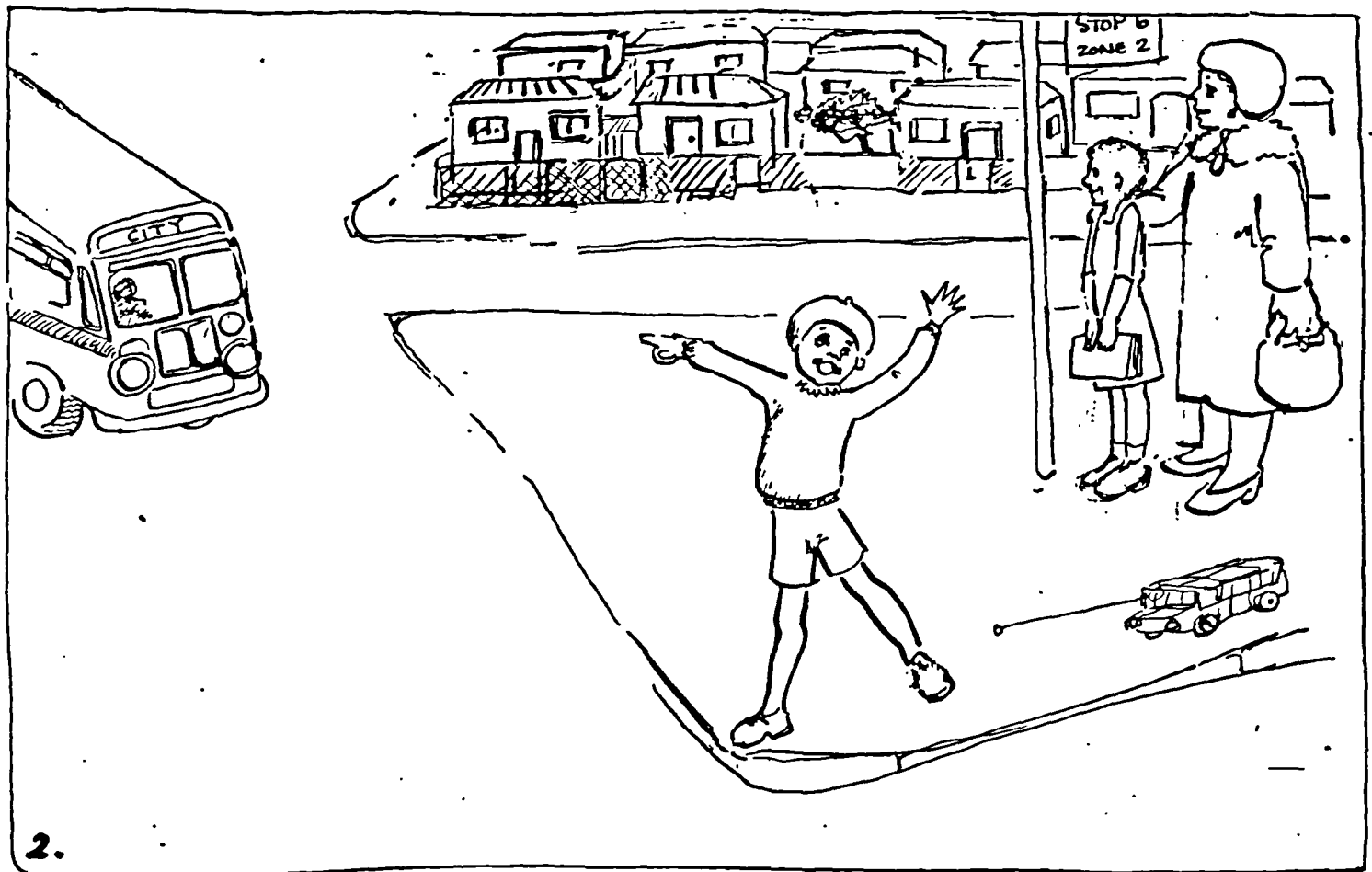
oven   door   cupboard   sink   plate   drawer  
chair   cup   piece of cheese   saucepan

TOPIC: Catching the BusOBJECTIVES: By the end of this unit children should be able to

1. Listen for gist and for details
2. Dramatise the dialogue on the tape
3. Ask for the time and answer questions on the time
4. Ask and answer questions on distance
5. Understand and make sentences using the prepositions 'to' and 'from'
6. Plan and build a bus stop for their models
7. Interpret a simple map

PROCEDUREPART A

1. Revision and warm up activity.
  2. Give pupils picture B to look at and discuss together in pairs or groups.
  3. ELICIT through careful questioning information about the pictures. Focus on finding out from them:
    - what is happening in picture 1. Encourage them to observe the picture very closely and PREDICT what mother is asking the person in front of her in the bus queue.
    - what is happening in picture 2. Where is the bus? What do you think Thabo is saying?
    - what is happening in picture 3. Who is climbing on the bus? What happens when you climb on? What do you think mother and the bus conductor are saying to each other? how much is fare? Is the same for children as for adults? How much do you think the bus fare is going to be?
    - what is happening in the picture 4. What are the children doing? What do you think Thabo is asking Nomsa?
- If pupils have difficulty answering this, ask them how far it is to town from Soweto. How long does it take to get there? Is it quicker by taxi or by train or by bus? Why?



TOPIC Catching the BusAt the bus stop

MOTHER: What time's the next bus, please?

STRANGER: At nine o' clock.

MOTHER: Thank you.

(A few minutes later)

THABO: Look over there! The bus is coming!

(The bus pulls up and they climb on)

MOTHER: How much is a ticket to town, please?

BUS DRIVER: 95c for adults and 44c for children

MOTHER: One adult and two children, please.

BUS DRIVER: That'll be R1,83.

MOTHER: (handing over the money and taking the ticket) Thank you.

(Nomsa, Mother and Thabo go and sit down)

NOMSA: How far is it to town, mama?

MOTHER: I think it's about 20 kilometres from here.

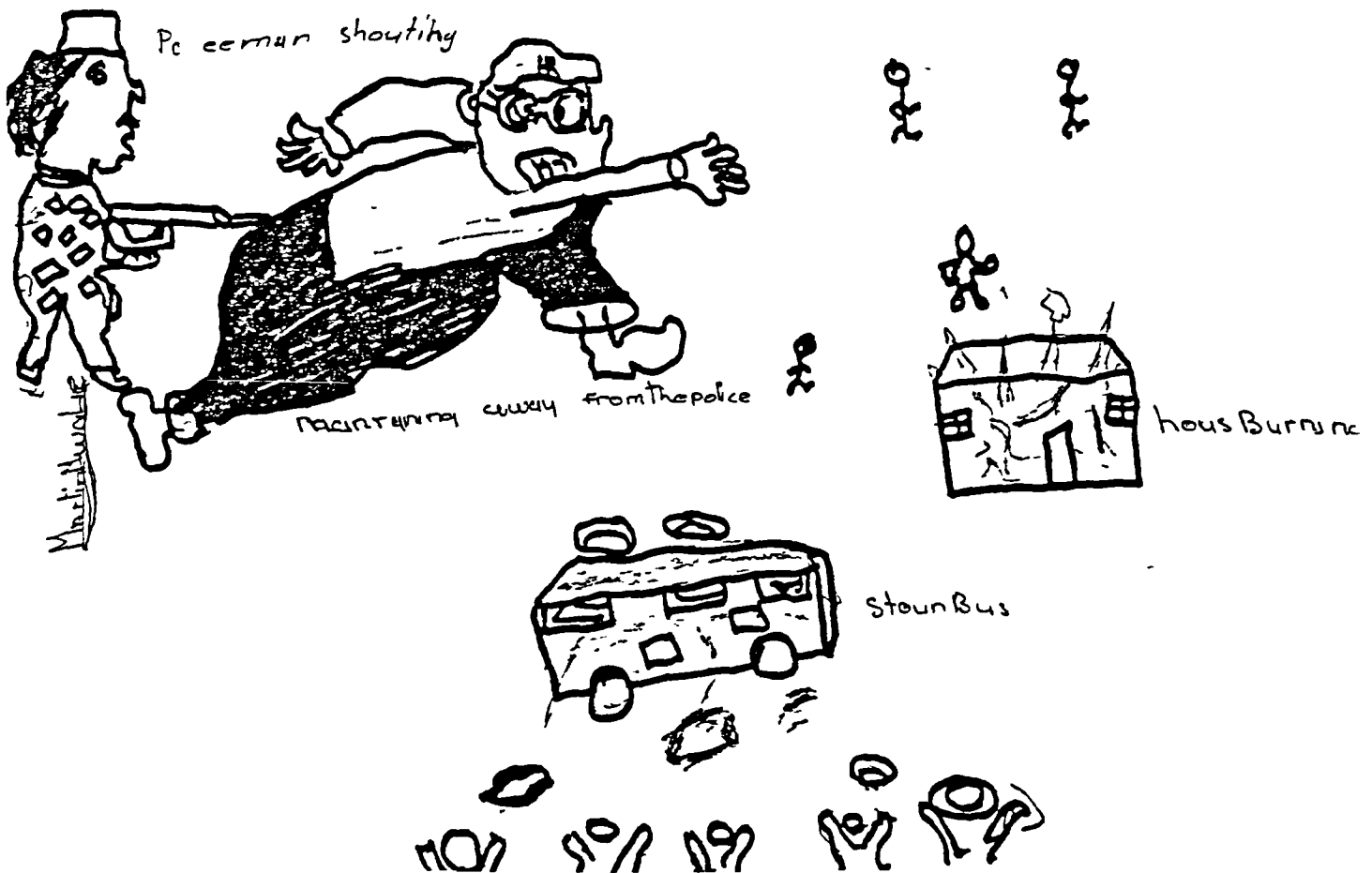
# Behind the Headlines

2.  
15

HIND THE HEADLINES is a regular SPEAK project activity. It aims to improve the children's critical thinking skills and teaches them to work out solutions to problems together. It encourages self-awareness and awareness of the world. It teaches the children how to edit and analyse any material presented in the classroom. It also improves their reading, writing, listening and speaking skills.

This part of our programme is designed from newspapers, magazines and the children's own creative writing. The children discuss the material, analyse it and then give their own opinion on it. In the following examples, the children were given other children's drawings to talk about and write about.

Martin Muelo



It is not correct to burn other people's houses because you do not feel all right.

It is dangerous to stone buses because your parents may be on that bus.

We as a group suggest that pupils who make these things must have discipline like hanging and the police must not shoot people like a DOOM spray on flies and we as a group don't like these things happening here. The police must do something with our people who do not listen to us. We can stop these people burn houses but only if the police do not take further steps.

If the police do not stop shooting comrades, they will go on burning houses.

We as a group suggest that if Bishop Tutu can speak to P.W. Botha, then PUTCO can make the prices low.

APPENDIX 4c

DEPARTMENT OF EDUCATION & TRAINING      PRIMARY TEACHERS' DIPLOMA  
JUNIOR & SENIOR PRIMARY - SYLLABUS FOR ENGLISH B 1985

DEPARTMENT OF EDUCATION &      TRAINING SYLLABUS FOR STANDARD THREE  
1985

TEXTBOOK SAMPLES

DEPARTMENT OF EDUCATION AND TRAINING

PRIMARY TEACHERS' DIPLOMA  
(JUNIOR PRIMARY)

AND

PRIMARY TEACHERS' DIPLOMA  
(SENIOR PRIMARY)

SYLLABUS FOR

ENGLISH B (GROUP II : ACADEMIC SUBJECTS)

1985

PRIMARY TEACHERS' DIPLOMA (JUNIOR PRIMARY)  
AND  
PRIMARY TEACHERS' DIPLOMA (SENIOR PRIMARY)  
SYLLABUS FOR  
ENGLISH B  
1985

18

A. AIMS OF THE SYLLABUS

1. To improve the students' proficiency in spoken and written English.
2. To increase the students' knowledge of English so that they will be able to perform with confidence and competence those administrative duties that are assigned to them.
3. To help the students to acquire fluency, spontaneity and confidence in the use of English so that they will be able to communicate effectively.
4. To enable the student to perform a general ancillary function in the English language by setting an example of correct language usage.

B. INTRODUCTION TO THE SYLLABUS

1. This syllabus is intended for all students who do not take the English A course.
2. Period allocation:

|     | <u>1st year</u> | <u>2nd year</u> | <u>3rd year</u> |
|-----|-----------------|-----------------|-----------------|
| PTD | 3 periods       | 3 periods       | 3 periods       |

NOTE: The lecturer must decide which items listed under the various headings should be dealt with in each of the three years. Careful planning at the beginning of the first year is therefore essential.

C. CONTENT OF THE SYLLABUS

1. Oral work

- 1.1 To achieve the aims of this syllabus an intelligently planned programme that provides as much oral practice as possible is an essential prerequisite. By giving constant oral practice and speech training, the lecturer should endeavour to promote the students' ability to express themselves lucidly in English. Students must be taught to listen critically to examples of factual and emotive language. Such examples can be found in newspapers, magazines, radio programmes, advertisements etc. Lecturers should aim at:



- 1.1.1 acquainting students with the usage of acceptable everyday English,
- 1.1.2 teaching students to express themselves fluently, simply and clearly without circumlocution;
- 1.1.3 improving pronunciation so that the students' faults will not be perpetuated;
- 1.1.4 providing opportunities for students to listen to a well-spoken English language as used by English-speaking people,
- 1.1.5 providing speech situations which give students opportunities of practising English speech, thus helping them to acquire poise and confidence, especially with a view to imparting knowledge to their future pupils.

## 1.2 Listening Comprehension

- 1.2.1 Listening and responding to good examples of spoken English on topics which are likely to be encountered by students in their teaching careers, for example subjects they intend to teach, sporting events, school organization, etc.
- 1.2.2 Listening critically to topics of general interest, radio programmes, news items and stories (and responding to appropriate questions).
- 1.2.3 Listening to information and instructions, acting upon them and reporting them.

## 1.3 Speaking

- 1.3.1 Regular oral drills to eliminate recurring language errors. Extensive use should be made of suitable dialogues
- 1.3.2 Informal discussions and narrations
- 1.3.3 Discussion of prescribed books and other books read by students
- 1.3.4 Giving directions
- 1.3.5 Telephone conversations
- 1.3.6 Debates
- 1.3.7 Relating a conversation overheard

- 1.3.9 Prepared talks, speeches and lecturettes on subjects the student intend to teach and other topics of general interest.

NB When the opportunity occurs, attention must be given to the eradication of slang, vulgarisms and language which is taboo. Courteous expression and correct register should be cultivated.

#### 1.4 Speech Training

- 1.4.1 A study of phonetic symbols. Students should be able to use and interpret all the phonetic symbols relevant to the pronunciation of English to that they will be able to identify and correct their own mistakes.

- 1.4.2 Interpretation of pronunciation symbols used in dictionaries.

- 1.4.3 Practice in the acceptable pronunciation of English particularly those sounds which are influenced by the interference of the mother tongue.

- 1.4.4 Practice in the stress patterns, rhythms, intonation and phrasing in the English sentence.

NB This section should, as far as possible, be integrated with the oral work. Use is to be made of modern aids such as the tape-recorder and language laboratory techniques. Group techniques can be employed to give students as much individual practice as possible.

## 2. READING

### 2.1 Intensive reading

The prescribed books should be used for the development of comprehension and language usage with which students experience difficulty.

NOTE: One book per year is prescribed.

### 2.2 Silent Reading

- 2.2.1 Reading for information relevant articles on subjects they are studying, instructions, directives, newspaper articles, etc.

Attention must be given to the development of comprehension<sup>21</sup> and rapid assimilation of content by means of controlled silent reading of passages of appropriate difficulty.

2.2.2 Scanning and rapid reading of progressively more demanding passages.

2.2.3 Instruction on how to use encyclopaedias and other reference books.

2.2.4 Training in the use of the library; assignments on particular topics (e.g. How to play volley ball, What causes ocean tides?).

### 2.3 Independent reading

A minimum of two books a year should be read by every student. Students should also be encouraged to read newspapers and magazines.

## 3. WRITTEN WORK

### 3.1 Written Comprehension

3.1.1 Reading Comprehension

3.1.2 Listening Comprehension.

### 3.2 Language work

The work done under this section should be aimed at assisting the student in his speaking and writing. It must be both functional and practical, corrective and remedial. Attention should also be given to the main grammatical forms.

### 3.3. Formal Letters

Official letters, letters of application, orders, enquiries, complaints, invitations.

NB clarity and brevity, appropriate style and tone in formal correspondence should be stressed.

### 3.4 Other written exercises

3.4.1 Reports on sports, parents' meetings and other meetings.

3.4.2 Summaries

3.4.4 Telegrams

3.4.5 Notices

3.4.6 Meetings: Agendas and Minutes

3.4.7 Paraphrases

3.4.8 Magazine articles.

4. SUGGESTED DIVISION OF PERIODS

| 4.1 <u>Oral work</u>          | <u>1st year</u> | <u>2nd year</u> | <u>3rd year</u> |
|-------------------------------|-----------------|-----------------|-----------------|
|                               | PTD             | PTD             | PTD             |
| 4.1.1 Language Practice       | 15              | 15              | 15              |
| 4.1.2 Listening Comprehension | 12              | 12              | 12              |
| 4.1.3 Speaking                | 15              | 15              | 15              |
| 4.2 <u>Speech Training</u>    | 10              | 10              | 10              |
| 4.3 <u>Reading</u>            | 10              | 10              | 10              |
| 4.4 <u>Written work</u>       | <u>16</u>       | <u>16</u>       | <u>16</u>       |
|                               | 78              | 78              | 78              |

NB In all oral lessons attention must be given to speech training.

## D. EVALUATION

At the end of the first and second years internal examinations will be written on the work done in the specific year.

At the end of the third year and external examination will be written on the work done in the third year of study.

Marks will be made up as follows:

## 1. Year mark

|   |            |
|---|------------|
| Oral                                    | . 50       |
| Written work<br>(assignments and tests) | <u>100</u> |
|   | 150        |

NOTE:

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The year mark for oral work should be made up as follows.

|   |           |
|---|-----------|
| - Discussion of the prescribed book   | 40        |
| - Listening comprehension   | 30        |
| - Demonstration and commentary on any aspect<br>of the work as prescribed by the syllabus | <u>30</u> |
|   | 100 + 2   |

2. Written examination (3 hours)

|                       |           |
|-----------------------|-----------|
| 2.1 Composition       | 70        |
| 2.2 Letter (informal) | 30        |
| 2.3 Comprehension     | 45        |
| 2.4 Language study    | 45        |
| 2.5 Literature        | <u>60</u> |
|                       | 250       |

Grand total; 400



REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION AND TRAINING

**SYLLABUS**

**FOR**

**ENGLISH**

**STANDARD 3**

**REPRINTED**

**1983**

INTRODUCTIONSYLLABUSES FOR STANDARDS 3 AND 4

These syllabuses take effect as from the beginning of 1982.

1. The structure for both classes is as follows

| Subjects                 | Standards 3 and 4   |
|--------------------------|---------------------|
| Assembly                 | 10 min. per day     |
| Religious Education      | 5 periods per week  |
| Music                    | 2 periods per week  |
| Physical Training        | 2 periods per week  |
| Vernacular               | 7 periods per week  |
| First Official Language  | 7 periods per week  |
| Second official Language | 7 periods per week  |
| Mathematics              | 7 periods per week  |
| Health Education         | 2 periods per week  |
| Geography                | 2 periods per week  |
| History                  | 2 periods per week  |
| General Science          | 3 periods per week  |
| First Optional Subject   | 2 periods per week  |
| Second Optional Subject  | 2 periods per week  |
| TOTAL PERIODS PER WEEK   | 50 periods per week |

Assembly may at times be conducted for all classes of the school simultaneously, or for each class separately as decided by a principal.

Book Education/Library should receive attention after school hours or during the study periods.

Optional SubjectsStandard 3 Two of the following.

Art and Crafts  
Gardening  
Needlework

Standard 4 Two of the following.

Art and Crafts  
Needlework  
Gardening  
Woodwork (only if facilities are available)

2. The Examination

| <u>Subject</u>                      | <u>Marks</u> |     | <u>Time</u> |
|-------------------------------------|--------------|-----|-------------|
| (a) <u>Vernacular</u>               |              |     |             |
| First paper .....                   | 60           |     | 45 min.     |
| Second paper .....                  | 60           | 150 | 45 min.     |
| Oral .....                          | 30           |     |             |
| (b) <u>First Official Language</u>  |              |     |             |
| First paper .....                   | 60           |     | 45 min.     |
| Second paper .....                  | 60           | 150 | 45 min.     |
| Oral .... ..                        | 30           |     |             |
| (c) <u>Second Official Language</u> |              |     |             |
| First paper .....                   | 60           |     | 45 min.     |
| Second paper .....                  | 60           | 150 | 45 min.     |
| Oral .....                          | 30           |     |             |
| (d) <u>Mathematics</u>              |              |     |             |
| First paper . ....                  | 50           |     | 30 min.     |
| Second paper .....                  | 100          | 150 | 60 min.     |
| (e) Geography .....                 | 50           |     | 30 min.     |
| (f) History .....                   | 50           |     | 30 min.     |
| (g) General Science .....           | 100          |     | 45 min.     |
| (h) Religious Education .....       | 100          |     | 45 min.     |
| (i) Health Education .....          | 100          |     | 45 min.     |



| <u>Subject</u>               | <u>Marks</u>         | <u>Time</u> |
|------------------------------|----------------------|-------------|
| (j) Art and Crafts .....     | Year mark out of 100 |             |
| (k) Gardening/Needlework ... | Year mark out of 100 |             |
| TOTAL                        | <u>1 200 marks</u>   |             |

3. Examination marks for both Standards

| SUBJECT                  | TOTAL MARK                   | PASS MARK |
|--------------------------|------------------------------|-----------|
| Religious Education      | 100                          | 40        |
| Music                    | Not an examination subject   |           |
| Physical Training        | Not an examination subject   |           |
| Black Language           | 150                          | 60        |
| First Official Language  | 150                          | 60        |
| Second Official Language | 150                          | 60        |
| Mathematics              | 150                          | 60        |
| Health Education         | 100                          | 40        |
| Geography                | 50                           | 20        |
| History                  | 50                           | 20        |
| General Science          | 100                          | 40        |
| Art and Crafts           | 100 marks may be a Year Mark | 40        |
| Needlework               | 100 marks may be a Year Mark | 40        |
| Gardening                | 100 marks may be a Year Mark | 40        |
| Woodwork                 | 100 marks may be a Year Mark | 40        |
| TOTAL                    | 1 200                        | 480       |

4. Minimum requirements for a pass

A candidate -

- (a) must obtain a minimum of 480 out of the total of 1 200
- (b) must pass the Black Language and English or Afrikaans with a minimum of 40%.
- (c) may not have less than 40% in more than two subjects.

SYLLABUSFORENGLISH : STANDARD 3A AIM

The primary aim of this course is

- 1 to develop the pupil's understanding of the spoken and the written word in English,
2. to improve his ability to speak English,
- 3 to encourage the reading of English material for pleasure and profit;
- 4 to train the pupil in the use of the library and its resources;
- 5 to promote a steady improvement in his ability to write acceptable English,
- 6 to extend his knowledge of English language structure and usage, but only in so far as this is needed to achieve the degree of fluency and confidence in the use of spoken and written English which he may reasonably be expected to achieve at the Higher Primary level.

B INTRODUCTION1. The transition from the Lower Primary course

The syllabuses for the Higher Primary course are designed to consolidate and extend the work done in the Lower Primary school and to equip the pupil with sufficient knowledge and understanding of English to master the requirements of the higher classes.

Since the standard of attainment of pupils admitted to the Higher Primary course varies considerably the teacher's first tasks are to identify fundamental weaknesses in the spoken and written English of his class, to carry out the necessary remedial work, and to revise the more important features of the work that should have been completed in the Lower Primary school.

Oral work in Stds. 3 and 4 should frequently be related to other school subjects, such as Mathematics, Geography and History and General Science in order to prepare the pupils for the transition to English as a medium of instruction at the Std. 5 level. Where the transition takes place at an earlier stage, correlation of the oral work in these classes with

the terminology of other school subjects is equally necessary.

In addition, the pupil's command of everyday English must be improved as rapidly as possible. This, however, is not solely the task of the English teacher, it is the responsibility of every teacher at the level at which English becomes a medium of instruction, to pay attention not only to the content of the pupil's answers, but also to the standard of his oral and written expression.

## 2. Co-ordination of the various sections of the syllabus

Although the conventional headings (Oral Work, Reading and Comprehension, Language Study, Written Work) have been used in this syllabus, it is essential that they be regarded as interlocking components of an integrated approach to the teaching of living English.

This approach to the teaching of a second language is emphasised at various points in this syllabus. Vocabulary expansion is based in part on the reading done by the pupils, recitation is used to improve pronunciation and intonation, intensive reading provides the groundwork for oral and written work, language study and enrichment of the pupil's vocabulary; language study is to be integrated with oral work and reading, and so on.

## 3. Oral work

### (a) General

Speech is of prime importance in the learning of any language, and the aural-oral (listening-speaking) approach is imperative.

Constant attention must be given not only to the systematic extension of the pupil's vocabulary, but also to his ability to use English with growing confidence and fluency as a means of communication.

Carefully planned oral work must therefore be regarded as the most important aspect of language work throughout the Higher Primary course. The teacher must himself speak clearly and simply, and must give due emphasis in planning vocabulary work to words and expressions which are in everyday use, and also to the colloquial expression (including contractions, e.g. can't, I'll, we're) which is appropriate to informal conversation.

Great importance should be attached to the pupil's pronunciation of English. Sensitivity on the part of the teacher to matters of intonation, enunciation, stress, rhythm and word-grouping can evoke material improvements in the purity of the pupil's speech, provided the teacher's own pronunciation is not open to question.

Wherever possible use should be made of the record-player and tape-recorder and/or the radio to provide the pupil with examples of acceptable English speech.

(b) Study of prose and poetry

Some attempt must obviously be made at the Higher Primary level to introduce the pupil to the rich heritage of English literature and to develop good taste in reading matter. With this in mind the teacher must resist the temptation to confine his class to the reading of the class reader and to the study of the few threadbare specimens of English verse which have been handed down from generation to generation since our schools were first established.

At this stage the pupil's outlook and interests are broadening rapidly, and because of this the teacher is expected tirelessly to explore fresh material, with the object of making frequent additions to his repertoire of suitable stories and poems.

Good reciting demands a degree of competence in diction, modulation, stress and rhythm which most Higher Primary pupils have yet to achieve. Pupils should be led to appreciate the poet's intention in writing the poem (to tell a story, to amuse, to evoke pity, etc.)

Once this is understood it should be possible to rescue many currently popular poems from the overcharged treatment to which they are at present subjected, and to train the pupil to give expression to various emotions by using the appropriate intonation, stress and rhythm.

The emphasis which is laid on matters of diction during recitation lessons will have its effect on the general speech of the pupils, and it is for this reason (amongst others) that the reading, reciting and choral speaking of verse are included in the syllabuses for the Junior Secondary Classes.

4. Reading

The reading programme for the Higher Primary course must be considered in relation to the pupil's expanding outlook. The pupil should gradually be prepared for a change of emphasis from reading aloud to silent reading, and from the progressive development of mechanical reading ability to rapid comprehension. Accordingly the syllabuses provide for the use of graded supplementary readers, library books and children's magazines in addition to class readers. From now on the pupil must put his reading ability to increasing use as an instrument for the discovery of knowledge and the enrichment of leisure. The teacher must therefore ensure that a diversity of suitable material, including books

and magazines relating to such subjects as General Science and Geography and History is available to each of the three reading ability groups (good, average, weak) in his class.

#### 5. Language study

This section of the syllabus demands hard work and intelligent teaching on the part of the teacher. It leaves no room for the traditional, formal approach of teaching about English, but demands a dynamic, speech-orientated approach which implies the teaching of English. Time should not be wasted in explaining things to the pupil instead of exposing him to experience of the language in action, as no amount of explanation will teach anybody to speak a new language.

As in other subjects the three main phases in teaching English are.

- (a) presentation
- (b) assimilation
- (c) utilization.

This implies that a dynamic, speech-orientated (functional) approach is the only one that will enable the pupil to acquire habits of language behaviour and learn to use, without conscious thought, the four basic language skills, viz. understanding speech, speaking, reading and writing.

The structures and patterns listed in the syllabus are intended as a guide to the teacher, and these should be employed to lead the pupils from listening to their model (the teacher), to imitating their model and, finally, to writing what they have learnt.

The development and enrichment of the pupils' vocabulary as indicated in this section should be given due attention. This does not imply the learning of lists of unrelated words and expressions, as this serves no useful purpose. Vocabulary should be taught daily, in context, and during every English lesson.

Language instruction should be practical and attractive. A wide variety of teaching aids in the form of pictures, drawings, charts, illustrations, placards, games and actual objects should be used, so that the eye, ear and tongue may be freely employed to fix ideas and habits. Increased use should also be made of aural-oral (listening-speaking) teaching aids such as the record-player, tape recorder and radio lessons, all of which can add interest and background to language study.

## 6. Written work

Upon reaching the Higher Primary school, the pupil should be capable of writing good simple sentences, varied by means of extensions and enlargements, and may be expected to have a basic knowledge of compound and complex sentences. He should also have had some practice in the arrangement of sentences in logical order and in writing simple sentences about given topics.

The Higher Primary teacher cannot assume that his pupils have reached a uniform standard of attainment by the time they have completed the primary phase of their education. Before proceeding to the more advanced work which is now to be attempted, he must assess the extent to which the assumptions set forth in the first paragraph of this section are valid for his class. Where he finds (as he probably will do) that there are serious shortcomings in the ability of any large number of his pupils to write a good sentence, or that the arrangement of sentences in logical order has not received sufficient attention, a period of intensive revision and remedial work must obviously be the first entry in his scheme of work for the year. The quality of the work done during the first few weeks of the year will frequently determine the quality of the pupil's written expression throughout the rest of his primary school career.

During this stage the pupil must be prepared gradually for the degree of extended writing required in Standard 5. The pupil's ability to write coherently and at some length must be developed to a point at which he will be ready to attempt comparatively unconfined expression (in the form of paragraphs, short passages and letters) which is required at the Standard 5 level. However, systematic practice in sentence building and the construction of paragraphs must continue throughout this course. The need for careful preparation, marking and correction of all extended writing, and for remedial treatment of common errors, must also be borne in mind.

## 7. Written work required

Adequate written work is essential, and the following requirements must be complied with:

- (a) Language exercises and dictation every week.
- (b) Fortnightly practice in writing sequences of sentences, short paragraphs, simple descriptions, arranging of sentences in logical order, or comprehension exercises.
- (c) Two informal letters per quarter.

N B. Written work must be marked regularly and marks should be allocated for all original written work and tests.

## 8 Remedial work

Persistent errors, arising in many cases from ignorance of the English idiom will be encountered in all classes. Unremitting attention should be given to such errors. The teacher should make a note of all the mistakes which occur frequently in the oral and written work of his class, and should devise special exercises to correct them.

Remedial measures will achieve little or nothing, however, unless the language to which the pupil listens is acceptable and idiomatically correct, and it must therefore be the constant endeavour of the teacher whose mother tongue is not English to improve his command of this language.

## 9 Books for language study

Because of the marked shift to a functional speech-orientated approach to the teaching of language, teachers should exercise great care in selecting language books for use in class. Lists of recommended books are issued by the Department from time to time, and these should be consulted when a choice is made.

## 10. Adaptation of material

Although the syllabuses have been drawn up to give as much guidance as possible, the teacher should remember that the pupils do not all grow up in the same environment. The work must therefore be constantly supplemented and modified by the teacher in order to adapt it to the pupils' needs. The examples given serve merely as an indication of what is intended. The syllabus lays down the minimum that should be accomplished, and bright pupils should not be held back and made to repeat old work if it is clear that they are capable of breaking new ground.

## 11. Programme of work

The syllabuses for the Higher Primary Course are set out under the following main headings:

- 1 Oral work
2. Reading and Comprehension
3. Language Study
4. Written Work .

This arrangement is used for the purpose of clarity, but the subject must be treated as a whole, and the four components of the programme should be closely correlated.

12. Allocation of periods

|   | <u>Periods<br/>per week</u> | <u>Minutes</u> |
|---|-----------------------------|----------------|
| Recitation/speech training .. ..... . . . . }                 | 3 x 30                      | = 90           |
| Reading .....   |                             |                |
| Composition, comprehension and work leading<br>out of reading |                             |                |
| Oral .....  | 1 x 30                      | = 30           |
| Written .....   | 1 x 30                      | = 30           |
| Language Study:   |                             |                |
| Oral .....  | 1 x 30                      | = 30           |
| Written . . . . .   | <u>1 x 30</u>               | = <u>30</u>    |
| TOTAL   | <u>7 x 30</u>               | = <u>210</u>   |

NOTE (a) Teachers should consult the syllabuses to establish in more detail what is required under each of the above headings.

(b) The importance of co-ordinating the different sections of the syllabuses must be kept in mind (See Section B2 of the Introduction).

C CONTENTSTANDARD 31 Oral work

The importance of oral work in the second language cannot be over-emphasised. The most effective way of learning a language is through listening and conversation, for it is mainly by these means that the learner's ear becomes attuned to correct forms and that he develops language sense.

(a) Conversation work

- (i) Revision of the vocabulary and sentence patterns already dealt with in the Lower Primary School: Expansion of this work by additional vocabulary items (words and phrases) used in meaningful sentences.
- (ii) Simple oral lessons on topics which suit the widening interests of the pupils, e.g. gardening, milking, reaping, hunting, going to town, going on holiday, the church, the school, the river, etc. Topics should be concerned with subjects, places and people that have interest for the pupils, and with the everyday experiences of children.
- (iii) Simple oral lessons on pictures and concrete objects, about which the pupils should be encouraged to express thoughts and ideas.



- (iv) Oral lessons based on stories and descriptions that the pupils have read in the class readers or supplementary readers.
- (v) Re-telling stories with particular attention to the logical sequence of facts and the use of the correct tense.
- (vi) In oral conversation lessons special attention should be given to the correct forms of statement, question and command, affirmative and negative.

Did you throw the ball?

Yes, I threw the ball    Yes, I did.

No, I did not throw the ball.    No, I didn't.

Throw the ball.    Throw it.

Do not (don't throw the ball).    Don't throw it

- (vii) Dramatisation of everyday events, e g. a mother and a daughter who has torn her new dress
- (viii) Pupils should also be given practice in the presentation of short, suitable dialogues, some of which should be memorised.
- (ix) There should be further extensive practice in the use of informal speech forms (won't, you're, we've, etc.) and in the asking and answering of questions, gradually leading to continuous conversations, directed by the teacher, with a view to promoting fluency, confidence and acceptable expression.

(b) Recitation

- (i) A variety of suitable poems should be read to the pupils, particularly of the kind allowing of repetition, action and movement. Songs and music may also be used where possible
- (ii) At least fifty lines of poetry should be memorised by the pupils, these may be made up of short poems, or of extracts from longer poems. Both individual and group recitation should be encouraged (taking care to avoid 'sing-song' presentation) and pupils should be allowed to have some say in the choice of poems they memorise.
- (iii) It is important that careful preparation (including pattern reading with correct emphasis and inflection, and explanation) should precede memorisation.

(c) Speech training

- (i) The recitation lesson should also be used to improve the

pronunciation, intonation and general speech of the pupils

- (ii) The Standard 3 teacher should continue with the work started in the Lower Primary school and give systematic drill in the vowel and consonantal sounds which present particular difficulty to the pupils. Where possible these sounds should be practised in sentences. Detailed lists for practice will be found in the English syllabus for the Lower Primary school.
- (iii) Particular attention should be paid to
  - (1) The stress patterns and rhythms of different kinds of sentences, and the division of sentences into natural word-groups,
  - (2) diphthong sounds such as hoist, noise, mouth, cloud, near, fear, pair, fare, more, tore; poor, pure;
  - (3) the elimination of persistent errors in the everyday speech of pupils in English.

## 2 Reading and Comprehension

- (a) Reading of a class reader from an approved graded series, with particular attention to vocabulary, pronunciation, phrasing, fluency and comprehension. Discussion of what has been read.
- (b) At this stage the teacher should take the opportunity of frequently reading aloud to his pupils. Particular attention must be given to listening comprehension exercises.
- (c) Reading aloud by the pupils should not be attempted without adequate prior preparation, which should include
  - (i) Explanation of new words and phrases - meanings should not be given in isolated definitions but in sentences;
  - (ii) silent reading of the lesson or passage to be read aloud.

Attention should be given to both fluency and comprehension.
- (d) Controlled reading in class (silently and, on occasion, aloud) of suitable graded supplementary readers. This will give the teacher an opportunity of:
  - (i) Noting and recording the reading progress of individual children,
  - (ii) giving additional time to the weak readers among his pupils.

- (e) During reading lessons pupils should be made thoroughly familiar with the significance of the punctuation marks mentioned under Written Work.

### 3. Language study

- (a) Language must be studied as it is actually used in speech and writing; the teacher should not talk about English, but should teach his pupils to use English.

Language Study should be closely correlated with the oral work and reading done in this class

- (b) With the object of developing the pupil's command of spoken and written English, attention must be given to the following basic language structures
- (i) The positive, negative and interrogative forms of the following tenses: Present and past continuous, present, past and future indefinite, all three persons, singular and plural.
  - (ii) The use of the following verbs with appropriate adverbs (e.g. now, every day, in summer, when the bell rings, this morning, last week, tomorrow, next week) Do, am, is, are, singular and plural, in present, past and future tenses (not the perfect or future continuous forms)
  - (iii) The verbs must, shall and will, can and may
  - (iv) Introduction to the use of the present perfect tense with the adverbs. Just, often, already, always, never (note the position of the adverb).
  - (v) Teaching of the spelling of words used in the oral preparation for written work and in reading lessons
  - (vi) Completion of sentences, supplying missing words, either from a given list or from the pupil's own vocabulary (nouns, verbs, adjectives, prepositions, adverbs), sentence building with key words
  - (vii) The noun: number and gender of commonly used nouns, regular and irregular; count and non-count nouns, e.g. two books, many books (count); milk, much milk (non-count).
  - (viii) Common prepositions and prepositional phrases used with nouns and personal pronouns

- (ix) The personal pronouns and their corresponding possessive adjectives and pronouns, with special attention to the correct gender (I, you, he, we, my, mine, her, hers, our, ours, etc.).
- (x) Reflexive pronouns.
- (xi) The conjunctions: e.g. and, but, when, where, as (as good as gold, as hard as iron, etc.).
- (xii) Adjectives suitable for use with nouns learnt in this and in previous classes
- (xiii) Comparison of adjectives commonly used at this stage.
- (xiv) Formation of regular adverbs.
- (xv) Opposites of well-known adjectives and adverbs.
- (xvi) The use of substitution tables to provide sufficient practice in structures taught, e.g.

|           |      |  |      |  |
|-----------|------|--|------|--|
| I         | have |  | just | heard the news<br>opened the door<br>taken the money<br>found the book |
| You       |      |  |      |  |
| We        |      |  |      |  |
| The girls |      |  |      |  |
| He        | has  |  |      |  |
| She       |      |  |      |  |
| Mary      |      |  |      |  |
| Peter     |      |  |      |  |

#### 4. Written work

- (a) Exercises on the work dealt with in language study, e.g. sentence completion, writing of complete sentences (using key words or phrases), writing of answers to questions, comprehension exercises and tests.
- (b) The construction of sentences from substitution tables.
- (c) The writing out of sequences of sentences, based on the oral composition lessons.
- (d) The arrangement of sentences in logical order so as to give pupils the idea of the paragraph.
- (e) Simple descriptions of familiar objects, pictures, or activities, based on the oral composition lessons or on material from the class reader or supplementary readers.

- (f) The setting out of very simple, informal letters of not more than one paragraph. Careful attention should be paid to the address, date, salutation and ending.
- (g) Dictation of sentences and short passages previously prepared.
- (h) In all written work careful attention should be given to punctuation. The full stop, question mark, apostrophe, capitals, and the comma (as used for separating words used in a list, e g. I bought a pen, a book, a ruler and a pencil).

#### D. EVALUATION

##### 1. Oral examination

This will include the following:

- (a) Reading aloud. (10 marks)
- (b) Recitation. (10 marks)
- (c) Comprehension of passages read and lines recited (10 marks)
- (d) Telling the story of a picture or an action strip (10 marks)
- (e) Ability to communicate intelligently by answering simple, related questions about activities, people and objects in and around the home and school. (20 marks)

(TOTAL 60 marks)

N.B. The marks presented to the moderator must be built up gradually throughout the Std. 3 year. Schools must NOT hold special examinations in oral work at any time during the year.

##### 2. Written Examination

- (a) First Paper (45 minutes)
  - (i) Sentence work (see sections C4(b) and (c) of syllabus). (Not more than 5 sentences). (10 marks)
  - (ii) Paragraphs: Arrangement of simple sentences in logical order. (Not more than 2 short paragraphs) (10 marks).
  - (iii) Description of a familiar object, picture of activity. (10 marks).
  - (iv) Informal letter to a friend or relative not exceeding 40 words. (10 marks)

(TOTAL 40 marks)

(b) Second Paper (45 minutes)

(i) Comprehension test based on passage of about 100 words.  
(20 marks)

(ii) Language study (including sentence completion and sentence  
building) (30 marks)

(TOTAL 50 marks)

(GRAND TOTAL• 150 marks)



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BARNES A & Dugard J (1965)

Modern Graded English

## Introduction

This language book covers the prescribed syllabus in English for Std 3 and aims at teaching the pupil to speak and write simple English with confidence. Care has been taken to select reading material which will either interest the pupil or help him to speak (and write) about what he sees around him. The course can be completed by using two periods a week.

The vocabulary of the book has been based on the principles of both frequency (to find the commonest words in English) and general usefulness. In addition, basic idiomatic units (e.g. sayings, nouns followed by certain verbs, verbs followed by certain prepositions, common phrases, etc.) have also been included.

In this book an attempt has been made to teach the preliminary elements of composition through the following stages:

- (a) Idea of a sentence unscrambling words to illustrate the function of words in building a meaningful sentence,
- (b) Finding the subject of a sentence,
- (c) Finding the predicate of a sentence,
- (d) Finding the object of a sentence,
- (e) Concord (agreement of the verb with the subject),
- (f) Enlargement of the subject,
- (g) Enlargement of the object,
- (h) Extension of the predicate,
- (i) The use of both enlargements and extensions in building longer sentences
- (j) Idea of a paragraph unscrambling sentences to teach logical and chronological progression and to illustrate the function of sentences in building a paragraph round a single topic. This includes the construction of a skeleton paragraph (containing stimulus words and phrases) into a rounded whole.

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First Edition  
Third Impression C-84

Schoemans 5 (1981) Plain Sailing

# To the teacher

"*Plain Sailing*" is a new series of textbooks for pupils studying English as a second language. These books cover the new structure syllabus, and are based on the principles of the Audio-Lingual (listening-speaking) approach.

Speech is considered to be of prime importance since the most effective way of learning any language is through listening and conversation. It is, therefore, imperative that the teacher's approach be dynamic, functional, speech-orientated and co-ordinated. No time should be wasted on talking about the language instead of exposing the pupils to the language as it is used in everyday situations/conversations.

The language material has been carefully selected and graded to ensure that high frequency words are taught and that pupils will be enabled to master the four basic language skills, understanding speech, speaking, reading with understanding, and writing.

Sentence structures are introduced systematically. Drills lead to memorisation and habit formation so that pupils learn to think in the second language, develop language sense, fluency and ease of communication. Matter learnt in this way is assimilated in a short time and is not easily forgotten.

These books contain varied drill exercises, substitution tables, group work, dialogues, dramatisation, crossword puzzles, and a variety of language games and contents. Judiciously used, these should ensure variety and sustained interest.

## How to use these books

These books contain sixteen chapters, each of which covers sufficient material for two weeks' teaching. Each chapter has a central theme and forms an integrated and co-ordinated whole in which most of the work revolves around the central theme. The four basic language skills are developed in comprehension, vocabulary extension, spelling, dictation, free conversation, structure drills, dialogues, general exercises, oral and written composition.

The following procedure is suggested when teaching each sub-section:

### 1 Free conversation (*Illustrations*)

Pupils should be allowed (and actively encouraged) to speak as freely as they want to on the illustrations. Emphasis should be put on the use of the suggested structures and everyday expressions.

### 2 Comprehension

In the passage at the beginning of a chapter the central theme is introduced and the use of a particular structure (e.g. the past indefinite tense) is illustrated. These passages should frequently be used as listening comprehension exercises in which pupils listen to the passage with their books closed and answer the questions orally.

### 3 Vocabulary extension, spelling and sentence completion

The vocabulary items (words to learn) are taken from the passage and should be explained in context. Pupils should be referred to the sentences in which these words

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appear in the passage, at their own construction as far as possible.

Spelling should be studied at home and tested in class by asking individual pupils to write words on the blackboard. All the pupils check whether words are correctly spelled. Frequent spelling tests should be given.

In the completion exercises the pupils use words from the passages. The meanings of words are reinforced while the controlled nature of the exercises provides additional practice in word order and structure.

4. Language: Structure practice

No amount of explanation or learning of definitions and rules will teach anybody to speak a new language. Fluency, confidence and correct sentence construction in oral communication can be achieved only through practice and repetition which lead to habit formation. The child learns to think in the second language instead of translating from the mother tongue.

All pupils should participate in drill exercises. A particular exercise can be demonstrated by the teacher and/or a small group of pupils. This demonstration is then followed by chorus, group, and individual practice.

The substitution tables found in every chapter provide more than adequate material for structure practice. The main advantages of substitution tables are that literally thousands of examples of the structures are available for oral practice and that all sentences constructed from a table will be both meaningful and grammatically correct. Remember that any word (phrase) from each column can be used to construct a correct sentence.

Example:

|       |         |           |                        |
|-------|---------|-----------|------------------------|
| Peter | always  | plays     | in the mornings        |
| John  | usually | swims     | after school           |
| He    | never   | works     | between three and four |
| Mary  | often   | practises | on Saturdays           |

The above table contains no fewer than 256 different sentences. Here are 6 examples:

- Peter never swims on Saturdays.
- Mary usually works after school.
- John often practises between three and four.
- Peter usually plays on Saturdays.
- He always practises in the mornings.
- Mary often swims after school etc.

Drills based on the tables should be handled briskly and energetically, or the pupils may become bored.

A good technique is to ask pupils to close their books and to listen to the first sentence. After they have repeated the sentence, the teacher supplies a new word from the table and the pupils have to say the sentence again using the new word, and so on.

with group leaders conducting the drill. In a drill session lasting 10 to 15 minutes each child will hear between 150 and 200 correct sentences, as well as speak between 10 and 15 sentences.

Pupils can also be asked to write sentences from the table.  
N.B.: Since all sentences constructed by pupils will be correct, constant attention must be given to correct pronunciation, stress, intonation and rhythm.

5. Dialogues

The dialogues will help pupils to acquire rapidly everyday phrases and expressions which are necessary for developing language sense and ease of communication.

The structures already drilled are now used in natural situations, and the forms learnt will become immediately applicable and valid in real-life situations outside the classroom.

As far as possible the dialogues should be memorised and dramatised in the classroom.

Here again, constant attention must be given to correct pronunciation, intonation, rhythm, etc.

6. Assorted exercises

The assorted exercises are of a general nature and include concord, punctuation, abbreviations, word building, common errors, antonyms, homonyms, homophones, prepositions, gender, number, language games and crosswords.

7. Oral composition

The oral composition lesson has a two-fold purpose. The pupil's knowledge gained over a period of almost two weeks is consolidated. He is expected to use sentence structures, words, expressions and phrases he has mastered. It also serves as preparation for the written composition lesson.

It is important that all pupils get practice in speaking freely on the topics suggested in each chapter. For this reason group work is essential.

8. Written composition

In written assignments the pupil is expected to use the structures, words, and expressions taught in the preceding lessons. Remember, the better the preparation, the better the written compositions.

Several written composition exercises/topics are included in each chapter. It is suggested that pupils do one or more of the exercises on sentence construction, paragraph writing and arrangement of sentences in logical order before they write a composition or a letter.

9. General written exercises

No indication has been given as to which exercises have to be done in writing. The choice is left to the teacher who knows his pupils and is in a better position to decide which exercises they must do in writing. However, all exercises chosen for written work must also be done orally first. The marking of such exercises can be done by pupils themselves under the guidance of the teacher. Of course, the teacher will check that the work has, in fact, been done, and that the marking has been done well.

## e Build sentences y using the following

|      |                      |                |
|------|----------------------|----------------|
| I    | help the teacher     | this afternoon |
| We   | carry the books      | soon           |
| You  | clean the blackboard | later          |
| They | tidy the classroom   |                |
| She  | sweep the floor      |                |
| He   | come back            |                |

## f Study the following examples

- (1) Bring the broom (later)  
I'll bring it later
- (2) John must call the girls (in a moment)  
He'll call them in a moment.

## Do the same with the following.

- (1) Pick up the papers (this afternoon)  
(2) Dust the furniture (later)  
(3) David must help the teacher (soon)  
(4) They must sweep the floor (tomorrow)  
(5) Mr Jones must burn the papers (next week)  
(6) Call the boys (in a moment)

## 4. a Say the following sentences with your teacher.

- (1) I'm going to work tomorrow.  
(2) We're going to pick up papers this afternoon  
(3) They're going to rest tonight

## b Build sentences by using the following

|     |                            |          |   |                            |
|-----|----------------------------|----------|---|----------------------------|
| (1) | We're<br>You're<br>They're | going to | rest<br>help<br>work<br>return<br>study | tomorrow<br>this afternoon |
|-----|----------------------------|----------|---|----------------------------|

(2)

|   |          |   |                            |
|---|----------|---|----------------------------|
| He's<br>She's<br>Peter is<br>The man is | going to | read a book<br>carry books<br>dust the table<br>wash the windows<br>help us | tomorrow<br>this afternoon |
|---|----------|---|----------------------------|

- (1) We work hard tomorrow  
(2) We're going to work hard tomorrow  
(3) She sweep the floor later  
(4) She's going to sweep the floor later

## Do the same with the following

- (1) I ... pick up papers this afternoon  
(2) They wash the windows tomorrow  
(3) He paint the walls next week  
(4) We help the teacher tonight  
(5) She wipe the walls with a cloth tomorrow  
(6) You carry the dustbins this afternoon  
(7) I collect all the rubbish later  
(8) They keep the grounds tidy in future

## Negatives

## 5. a Say the following sentences with your teacher

- (1) I shall not be late  
(2) He will not help us tomorrow  
(3) They will not throw away the books  
(4) She won't use a dirty cloth  
(5) We won't dirty the classroom this afternoon  
(6) The children won't be lazy

## b Build sentences by using the following

|     |         |                     |                               |           |
|-----|---------|---------------------|-------------------------------|-----------|
| (1) | I<br>We | shall not<br>shan't | come<br>work<br>play<br>study | tomorrow. |
|-----|---------|---------------------|-------------------------------|-----------|

(2)

|   |                   |  |                            |
|---|-------------------|--|----------------------------|
| I<br>You<br>They<br>He<br>She<br>Mary<br>John | will not<br>won't | cry<br>play<br>be late<br>be at home<br>come<br>help | tomorrow<br>this afternoon |
|---|-------------------|--|----------------------------|

APPENDIX 4d

SAMPLING OF INDIVIDUAL TEACHERS' LESSONS

| <u>TEACHER</u> |                       | <u>LESSON</u>         | <u>DURATION</u> | <u>TOTAL</u>              |
|----------------|-----------------------|-----------------------|-----------------|---------------------------|
|                | TYPE                  | TOPIC                 | (mins)          |                           |
| 1              | Accurate Reproduction | Where are the mice ?  | 80              |                           |
| 1              | Lead-in               | How far is it ?       | <u>55</u>       | (2 lessons)<br><u>135</u> |
| 2              | Lead-in               | Going to town         | 75              |                           |
| 2              | Accurate Reproduction | Where are the mice?   | 70              |                           |
| 2              | Lead-in               | How far is it ?       | 70              |                           |
| 2              | Lead-in               | Going shopping        | <u>65</u>       | (4 lessons)<br><u>280</u> |
| 3              | Accurate Reproduction | Where are the mice?   | 45              |                           |
| 3              | Immediate Creativity  | Hiding Objects        | <u>45</u>       | (2 lessons)<br><u>90</u>  |
| 3              | School Other Subjects | Geography             | 25              |                           |
| 3              | School Other Subjects | Science               | <u>20</u>       | (2 lessons)<br><u>45</u>  |
| 3              | School English        | Present Perfect       | 25              |                           |
| 3              | School English        | Comparatives          | 25              |                           |
| 3              | School English        | Storytelling          | <u>40</u>       | ( 3 lessons)<br><u>90</u> |
|                |                       |                       |                 | (7 lessons)<br><u>225</u> |
| 4              | School Other Subjects | Science               | 15              |                           |
| 4              | School Other Subjects | Health Education      | <u>15</u>       | (2 lessons)<br><u>30</u>  |
| 4              | School English        | Negatives             | 20              |                           |
| 4              | School English        | Adjectives            | 25              |                           |
| 4              | School English        | Reading Comprehension | <u>35</u>       | (3 lessons)<br><u>80</u>  |
|                |                       |                       |                 | (5 lessons)<br><u>110</u> |

SUMMARY

18 lessons were analysed 8 for the Project (at least 2 per teacher) and 10 for the school (5 per teacher). Project lessons were far longer than school ones.

APPENDIX 5a

## TEACHERS' ATTITUDE QUESTIONNAIRE

Appendix 5aS P E A K P R O J E C TTEACHERS' QUESTIONNAIREINTRODUCTION

This questionnaire forms part of a research project into the use and teaching of English in Soweto Primary schools. As you are a teacher in this situation, we would like your opinions about the method, goals and process of teaching. There are no "correct" answers - only your personal feelings about certain educational issues. Your help in answering the questions is greatly appreciated. Thank you.

November 1985

Researcher R Lennard  
(R Wildsmith)

University of the Witwatersrand  
Department of Linguistics  
JOHANNESBURG

University of London  
Institute of Education  
ESOL Department  
LONDON



## INTRODUCTION

This questionnaire aims to find out what your PERSONAL BELIEFS and ATTITUDES are towards

- the aims of education and teaching
- the teaching of English as subject and as medium of instruction
- the syllabus, method and materials
- the pupils
- the interaction process
- the teachers ROLE in the classroom

The purpose is to get as comprehensive a picture as possible of the teacher's perception of the teaching process in general. There are thus no "correct" answers. What is required is your FRANK opinion about certain educational issues. The questionnaires are confidential.

The questionnaire is divided into two parts

Part 1 - asks for factual information about education and training, language use and current teaching experience

Part 2 - asks for perceptions of and attitudes towards current teaching experience

Your answer will be either in the form of a tick, or in the choice of a number on a rating scale. There are instructions before each question.

(Thank you for your cooperation)



## OUTLINE OF QUESTION CATEGORIES

|   |                 |
|---|-----------------|
| <u>PART 1 - BACKGROUND INFORMATION</u>                  | <u>Question</u> |
| EDUCATION AND TRAINING                                  | 1 - 6           |
| LANGUAGE USE AND ATTITUDES TO ENGLISH                   | 7 - 23          |
| CURRENT TEACHING EXPERIENCE                             | 24 - 65         |
| Teaching as a profession                                | 24 - 33         |
| Pupils  | 34 - 42         |
| Classroom organization                                  | 43 - 48         |
| Staff contact   | 49 - 55         |
| Syllabus, materials and equipment                       | 56 - 65         |
| <br><u>PART 2 - ATTITUDES</u>                           |                 |
| ATTITUDES/PERCEPTIONS ABOUT CURRENT TEACHING EXPERIENCE |                 |
| Teaching Aims   | 66              |
| Pupils  | 67              |
| Interaction mode  | 68              |
| Syllabus and materials                                  | 69              |
| Role  | 70              |
| Methodology and teaching style                          | 71 & 72         |
| Teaching a language                                     | 71              |
| The 'ideal' teacher                                     | 72              |

PERSONAL DETAILSNAME.AGE 20 - 29( ) 30 - 39( ) 40 - 49( ) 50 ( )NAME OF SCHOOL/INSTITUTION WHERE YOU WORKPLACEPOSITION HELD

---

PART 1 - BACKGROUND INFORMATIONEDUCATION AND TRAINING

Q1 Please tick the qualification you hold and specify which one

- Degree undergraduate ( )

& postgraduate ( )

Diploma

- 1/2 years of English (university/college level) but no degree ( )

- Matric and Junior Secondary Teaching Certificate( )

- Matric only ( )

- Junior Certificate & Higher Primary Teaching Certificate ( )

- Junior Certificate & Junior Primary Teaching Certificate ( )

- Junior Certificate only ( )

- Below Junior Certificate (specify) ( )

Q2 Do you hold a TEFL/TESL qualification? If so which . . . .

when . . . . where

Q3a Are you currently studying for a further degree/diploma? Please specify.

which

where

3b How long have you been studying for this?

3c Why are you studying further?

- for promotion and more money ( )

- for interest and stimulation ( )

- to improve your English and knowledge ( )

- so that you will feel more confident in your field ( )

## 2

- Q4a If you are not studying at present, do you intend to?  
 4b If so, what would you like to study?
- Q5a Do you feel that you learnt how to teach adequately in your teacher training course?  
 5b Do you use what you learnt in your teaching now?  
 5c What, in particular?
- Q6 If you do not feel that you learnt much during your teacher training course, is it because  
 a there was not enough attention given to the structures of English ( )  
 b there was not enough practice in using English ( )  
 c there was not enough training in English training methodology ( )

LANGUAGE USE AND ATTITUDES TO ENGLISH

- Q7 What is your FIRST language (mother tongue)
- Q8 List the other languages that you speak and rate them on the following scale  
 weak(1) average(2) fluent/good(3)  
 a)                      b)                      c)                      d)
- Q9 Indicate how often you use English for the following purposes on the following scale  
 always(1) often(2) sometimes(3) rarely(4) never(5)  
 a) with your family ( )  
 b) with friends in your community ( )  
 c) with people/friends outside your community ( )  
 d) shopping ( )  
 e) meetings (specify) ( )  
 f) official business ( )
- Q10 Do you feel the need to have MORE contact with English speakers. yes ( )                      no ( )

## 3

- Q11 Please rate on the following scale  
 always(1) often(2) sometimes(3) ~~rarely~~ (4) never (5)
- a) watch television programmes in English ( )
  - b) listen to the radio in English ( )
  - c) read English newspapers/magazines ( )
  - d) read English books (not textbooks) for pleasure ( )
- Q12 Do you belong to a library where you can get English books.  
 yes ( ) no ( )
- Q13 In which ways do you use English MOST
- a) as a lingua franca ( )
  - b) as L2 L3 L4
  - c) as L1(first language) ( )
- Q14 Which language should be used as medium of instruction in the primary school
- a) mother tongue (vernacular) ( )
  - b) other African language (specify) ( )
  - c) English ( )
  - d) both English and vernacular (bilingual) ( )
- Q15 Do you enjoy teaching English
- i) yes (give reasons) ( )
  - ii) no (give reasons) ( )
  - iii) unsure ( )
- Q16 If not, is it because (rate on a scale  
 very important (1) important(2) not important(3))
- a) your knowledge of English is not adequate ( )
  - b) your ability to speak English fluently is not adequate( )
  - c) the pupils' knowledge and proficiency in English is weak ( )
  - d) pupils do not want to learn English ( )

## 4

- e) lack of confidence in your own teaching methods (   )  
 f) lack of good text books and materials (   )
- Q17 Rate the following reasons for learning English in order of importance  
 very important(1) important(2) not important(3)
- a) it is an international language (   )  
 b) it is needed in education (   )  
 c) it is needed for a good job (   )  
 d) to have English-speaking friends (   )  
 e) to understand English culture and literature (   )
- Q18 Rate on a scale very NB(1) important(2) not important(3) why you think your pupils should learn English
- a) to have English-speaking friends (   )  
 b) to prepare them to cope with secondary school courses (   )  
 c) to pass their tests and end-of-year exams (   )  
 d) to pass matric (   )  
 e) to get good jobs (   )  
 f) to go to higher education (university/college) (   )
- Q19a Do you think that parents and family should help their children with their English studies  
 1) yes (   )    11) no (   )    111) unsure (   )
- b Do you ask them to do this  
 1) yes (   )    11) no (   )
- Q20 Would you prefer to teach another subject other than English  
 1) yes (   )    11) no (   )    111) unsure (   )
- Q21 If so, which subjects and why?
- Q22 Do you feel that your own English has improved through your teaching  
 1) yes (   )    11) no (   )    111) unsure (   )

## 5

Q23 Please rate on a scale from 1 to 5 what you think your OWN abilities are in your knowledge and use of English

1 = excellent

2 = good

3 = average

4 = fair

5 = weak

a) knowledge of English culture and literature ( )

b) knowledge of English grammar ( )

c) articulation and pronunciation of English words and sounds ( )

d) knowledge of vocabulary ( )

e) knowledge of idiomatic expressions(colloquial English)( )

f) ability to hold English conversations on any topic ( )

g) ability to hold English conversations on only familiar topics ( )

h) ability to understand everything spoken to you by an English speaker ( )

i) ability to understand a conversation between two English speakers ( )

j) ability to read in English ( )

k) ability to write in English ( )

#### CURRENT TEACHING EXPERIENCE

##### Teaching as a profession

Q24 Have you ever had another job besides teaching?  
Specify what and for how long

Q25a How long have you been teaching in general

i) less than 5 years ( )

ii) 5 - 10 years ( )

iii) 10 years or more ( )

## 6

- b How long have you been teaching ENGLISH
- 1) less than 5 years (    )
  - 11) 5 - 10 years        (    )
  - 111) 10 years or more (    )
- Q26 Do you enjoy teaching and want to continue with it as a career?
- 1) yes (    )        11) no (    )        111) unsure (    )
- Q27 If you do not, give your reasons
- Q28 Why did you choose teaching as a profession
- a) professional status (    )
  - b) money (    )
  - c) no other jobs available (    )
  - d) just drifted in (    )
  - e) you really like teaching (    )
- Q29 Do you think you are well paid for what you do
- 1) yes (    )        11) no (    )        111) unsure (    )
- Q30 Do you consider your workload is
- a) far too much (    )
  - b) too much (    )
  - c) average (    )
  - d) below average (    )
- Q31 Do you enjoy teaching Std 3 primary school level
- 1) yes (    )        11) no (    )        111) unsure (    )
- Q32 If not, which level would you rather teach and why?
- Q33 Rate the following items according to their importance as obstacles to effective and satisfactory teaching
- very NB(1)    NB(2)    not NB(3)
- a) too many pupils in class (    )
  - b) lack of adequate teaching equipment (    )
  - c) lack of good textbooks and materials (    )
  - d) pupils are undisciplined (    )
  - e) pupils are not motivated (    )

## 7

- f) poor community conditions (poverty, etc ) (    )
- g) poor political conditions (    )
- h) the salary is poor (    )
- i) there are not many chances for promotion (    )
- j) inflexible examination procedures (    )
- k) lack of cooperation amongst colleagues (    )
- l) lack of sufficient guidance from Inspectors and Principals (    )

PUPILS

- Q34 Which subjects do you teach besides English?
- Q35 How many classes in each subject do you teach per day?
- Q36 How many pupils are there in each class?
- Q37 If pupils are streamed by ability, which stream do you teach
- a) no streaming (    )
  - b) bright pupils (    )
  - c) weak pupils (    )
  - d) remedial (    )
  - e) average (    )
- Q38 Do you have much contact with your pupils outside of class
- a) often (    )
  - b) sometimes (    )
  - c) seldom (    )
  - d) never (    )
- Q39 Rate the following reasons for pupil contact in order of importance    very NB(1)    NB(2)    not NB(3)
- a) academic problems (schoolwork) (    )
  - b) discipline problems (    )



## 8

- c) emotional problems (    )
- d) other (specify) (    )
- Q40 Rate on a scale from 1 - 5 what you think your pupils' abilities in ENGLISH are (in general).
- 1 = excellent
- 2 = good
- 3 = average
- 4 = fair
- 5 = weak
- a) knowledge of English grammar (    )
- b) articulation and pronunciation of words and sounds (    )
- c) knowledge of vocabulary (    )
- d) knowledge of colloquial English (idioms) (    )
- e) ability to hold a conversation with an English speaker (    )
- f) ability to read textbooks and other school material (    )
- g) ability to read newspapers and magazines (    )
- h) ability to write English (    )
- i) ability to understand spoken English in school and community (    )
- j) ability to understand spoken English by an English speaker (    )
- Q41 Do you think that your pupils could understand and perhaps use the following expressions in English
- yes(i)                      no(ii)                      unsure(iii)
- a) "We have had a fruitful discussion but we are only assuming that this is a table" (    )
- b) "Shall we deduct points from this group?" (    )
- c) Can they understand the difference between a "plate" and a "dish" and a "wash-basin" and a "sink"? (    )

## 2

Q42 Rate on a scale of importance (very NB(1) NB(2) not NB(3)), the following reasons for pupils' difficulty in learning English

- a) lack of practice in using English with English speakers ( )
- b) lack of English-speaking teachers ( )
- c) lack of motivation ( )
- d) lack of reading practice ( )
- e) poor home conditions for study ( )
- f) lack of qualified teachers ( )
- g) poor syllabus planning ( )
- h) lack of suitable textbooks and materials ( )

CLASSROOM ORGANISATION

Q43 In the classroom, are pupils allocated to places/groups on the basis of their ability

- i) yes ( ) ii) no ( )

Q44 Do pupils stay in the same seats/groups for most of the day

- i) yes ( ) ii) no ( )

Q45 Do you allow your pupils to move around the classroom

- a) whenever they wish i) yes ( ) ii) no ( )
  - b) only for certain activities
- i) yes ( ) ii) no ( )

Q46 Do you usually allow your pupils to talk to one another

- a) whenever they wish i) yes ( ) ii) no ( )
  - b) only for certain activities
- i) yes ( ) ii) no ( )

Q47 Do you expect your pupils to be quiet most of the time i) yes ( ) ii) no ( )

Q48 Is the heating and lighting adequate in your classroom

- i) yes ( ) ii) no ( )

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STAFF CONTACT

- Q49 Do you get much support from the Principal or other teachers      i) yes (    )      ii) no (    )
- Q50 How often do you hold staff meetings
- a) once a term (    ,
  - b) once a month (    ,
  - c) once a fortnight (    )
  - d) once a week (    ,
  - e) hardly ever (    ,
- Q51 What is the purpose of these meetings
- a) to discuss pupils' academic progress (    )
  - b) to discuss social/emotional problems(discipline)(    )
  - c) to give in marks (    )
- Q52 How often do you have contact with parents
- a) very often (    )
  - b) sometimes (    )
  - c) not often (    )
  - d) never (    )
- Q53 Do you share ideas with other teachers of your subjects
- a) often (    )
  - b) sometimes (    )
  - c) never (    )
- Q54 Do you ever observe each other's classes to improve teaching standards and methods
- i) yes (    )      ii) no (    )
- Q55 Do you think the standard of teaching would improve if teachers observed and evaluated each other's lessons
- i) yes (    )      ii) no (    )

## 11

SYLLABUS, MATERIALS & EQUIPMENT

Q56 Do you find the syllabus well-organised and easy to follow i) yes ( ) ii) no ( )

Q57 Do you feel that the quality and amount of textbooks provided for teaching English is adequate

i, yes ( )

ii, no ( )

iii unsure ( )

Q58 Do you use detailed lesson plans for each week and follow them closely

i, yes ( )

ii, sometimes ( )

iii, no ( )

Q59 Have you ever used any of the following in your teaching (indicate with a tick)

a) overhead projector ( ) b) tape recorder ( )

c) video ( ) d) record player ( )

e) radio ( ) f) newspapers ( )

g) slide projector ( ) h) magazines ( )

i) film ( ) j) other (specify) ( )

Q60 Do you teach according to the textbook

a) most of the time ( )

b) sometimes ( )

c) not much ( )

Q61 Do you ever use materials that are not part of the prescribed materials

a) often ( )

b) sometimes ( )

c) never ( )

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- Q62 Do you find the materials/textbooks
- a) at the right level for your pupils
    - 1) yes(    )    11) no(    )
  - b) interesting and relevant    i) yes (    )    ii) no (    )
- Q63 Do your pupils find the materials
- a) easy (    )
  - b) difficult (    )
- Q64 Do you try and make the textbooks/materials simpler for your pupils    1) yes (    )    11) no (    )
- Q65 Do you ever use materials that are brought to school by your pupils    1) yes (    )    11) no (    )
- If so, what?

PART 2 - ATTITUDES

ATTITUDES/PERCEPTIONS ABOUT CURRENT TEACHING EXPERIENCE  
TEACHING AIMS

- Q66 The following are all statements about the aims and goals of the primary school Please rate them on a scale of importance as follows

(1)very important    (2)important    (3)not important

The BROAD AIM of primary education is to

- a) equip children with skills and attitudes which will enable them to fit effectively into society (    )
- b) to develop childrens' independence and individuality enabling them to discover their own talents and interests (    )

The goals of a teacher in primary school is to

- c) train a child to be well-disciplined (    )
- d) train a child to think for himself and express himself freely (    )
- e) teach pupils the basic skills they will need for further studies (    )
- f) train a child in social and moral development (    )

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- g) look after the emotional development of a child (    )
- h) give pupils an understanding of the world they live in (    )
- i) encourage development in creative abilities (    )
- j) help pupils learn to cooperate with each other (    )
- k) encourage pupils to achieve high standards in their school work (    )
- l) develop a sense of responsibility in pupils (    )

PUPILS

Q67 The following are all statements reflecting various attitudes that teachers may hold towards their pupils. Please indicate your opinion about these statements by putting the appropriate number next to the statement.  
(1) agree            (2) neutral            (3) disagree

- a) It is easier to teach pupils if they have been streamed according to ability (    )
- b) It is a mistake to think that pupils can learn from each other as they do not know enough (    )
- c) Every pupil has his own particular style and pace of learning and should be allowed to follow it (    )
- d) Every pupil in the class should be able to succeed in learning well if the right conditions are created by the teacher (    )
- e) These days pupils are lazy and do not want to learn (    )
- f) The most frustrating pupils are those who cannot or will not adapt to the teaching method (    )
- g) Pupils will only learn what THEY want to learn and the teacher can do nothing about it (    )
- h) A teacher should become involved in the personal growth of her pupils (    )

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- i) A teacher should try and see things the way her pupils see them (    )
- j) A teacher should not become involved in the personal problems of her pupils (    )
- k) In planning her work, a teacher should rely heavily on the knowledge and skills pupils have already acquired OUTSIDE the classroom (    )
- l) Pupils learn best when they are praised by the teacher (    )
- m) A teacher should always try to use the pupils' ideas in her teaching even if they are NOT directly related to the subject matter (    )
- n) Pupils learn best when they are afraid of punishment (    )
- o) A teacher should ensure that a pupil's responses or ideas are directly related to what is being taught in the lesson before using it in her teaching (    )
- p) A "good" pupil is one who
  - 1) talks a lot in class even if what he says is not directly related to the subject matter of the lesson (    )
  - 2) speaks English well (    )
  - 3) asks a lot of questions about the subject matter (    )
  - 4) is quiet and disciplined (    )
  - 5) never asks too many questions (    )
  - 6) is lively and challenges the teacher (    )
  - 7) memorizes (learns off by heart) his work (    )
  - 8) is independent of his teacher (    )
  - 9) never talks when not asked to by the teacher (    )
  - 10) has a positive attitude to learning English (    )
  - 11) does his homework every day (    )

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- 12) accepts what he is told and never challenges the teacher (    )

INTERACTION MODE

Q68 Please rate from 1 - 5 what you believe your typical pattern of interaction with your pupils is in the classroom Please be open and frank in your answers The scale is

(1) always      (2) often      (3) sometimes      (4) never

- a) you communicate well with your pupils (    )
- b) you try not to talk too much (    )
- c) you are enthusiastic about what you are teaching(    )
- d) you use different techniques to suit the needs of individual pupils (    )
- e) you encourage your pupils to talk a lot (    )
- f) you choose interesting tasks for your pupils (    )
- g) pupils ask a lot of questions about things which interest them in the lesson (    )
- h) pupils are often bored (    )
- i) pupils only talk when asked a question or told to (    )
- j) pupils often ask questions which are not directly related to the lesson content (    )
- k) you always explain grammatical rules or the meanings of words before giving examples (    )
- l) your pupils often ask for more information about a topic in lessons (    )
- m) pupils mostly ask questions about meanings of words or grammar (    )
- n) pupils always understand what they have to do in class activities (    )
- o) you use pair and group work a lot in class (    )



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- p) If you use group work, the main purpose is
- 1) to get pupils talking to each other and not always to the teacher, even if they are doing drills (    )
  - 2) to allow pupils some independence in their learning so that they can learn from each other (    )
  - 3) to allow pupils to use language for genuine communication purposes (    )
- q) pupils always respond in complete sentences as this is the only way they will learn English correctly (    )
- r) pupils often discuss different points of view on a topic (    )
- s) you never give pupils rules/explanations until they have discovered them for themselves (    )
- t) If a pupil gives an incorrect answer you
- 1) quickly ask another pupil, to keep the lesson going (    )
  - 2) supply the correct answer yourself (    )
  - 3) wait for the pupil to give you the correct answer, however long it takes (    )
  - 4) ask other pupils to help him (    )
  - 5) ignore it at the time because the focus is on meaning, but correct it later (    )
  - 6) ignore it because it is too difficult to correct/explain (    )
- u) When your pupils give you an answer or ask a question, do you normally
- 1) give a brief comment ("good", "no", "yes", etc ) and carry on (    )
  - 2) rephrase it in a more correct way (    )

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- 3) expand on it by adding more information (    )
- 4) ask the pupil himself to elaborate on it by giving more information (or other pupils in class) (    )
- v) pupils often challenge the textbook or materials or even you (    )
- w) when using audio-visual materials (pictures/tapes), which type of questions do you ask most often
  - 1) questions of a factual nature, asking pupils mainly about what they see/hear
  - 2) questions of an exploratory nature, asking them to make guesses about what they see/hear (e g what is the relationship between these two people, are they happy/sad, etc ) (    )
  - 3) questions of a predictive nature, asking them to anticipate what will happen (    )
- x) normally your pupils learn dialogues and word lists off by heart (    )

SYLLABUS & MATERIALS

- Q69 Please indicate your agreement/disagreement with the following statements on the scale  
 (1) agree      (2) neutral      (3) disagree
- a) What we need in Soweto schools is a clear and detailed programme of study (syllabus) and a uniform teaching methodology that all teachers should strictly follow (    )
  - b) It is good to use materials from other subjects in the English lesson (    )
  - c) The prescribed textbooks should be used as a starting point for other activities which the teacher should prepare herself (    )

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- d) Subjects should be taught separately and not related to each other otherwise this will confuse the pupils (    )
- e) A teacher should be free to choose the method she wants to use in her teaching even if it does not follow the prescribed model (    )
- f) A teacher should always follow the textbook closely because the pupils will be examined on it (    )
- g) Exams and tests are always a good (true) reflection of the pupils' ability (    )

ROLE

Q70 Please indicate on a scale your agreement/disagreement with the following statements

(1) agree      (2) neutral      (3) disagree

- a) With today's pupils, it is better to laugh and joke than to threaten (    )
- b) Teachers get good results if they are strictly in control of the pupils and on the severe side (    )
- c) If a teacher does what the pupils want, they will think she does not know her work (    )
- d) Pupils learn better when the teacher is controlling everything that happens during a lesson (    )
- e) A teacher only really learns to teach in the classroom itself (    )
- f) A teacher is there to guide her pupils in the learning process and not to tell them what to do (    )
- g) A teacher should never admit she is wrong in front of her pupils (    )
- h) Pupils should not be encouraged to criticize the syllabus or the teaching methods (    )

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- i) If there is too much noise coming from the classroom (even if the pupils are having fun) other teachers and the Principal will think that they are not learning properly (    )
- j) Pupils feel secure when they are told what to do by the teacher (    )
- k) Pupils should be quiet and listen to the teacher and only speak when asked by the teacher (    )
- l) The teacher must choose and control what pupils learn as they do not know what is good for them(    )
- m) If a pupil is disobedient a teacher should be allowed to use corporal punishment (    )
- n) A teacher should always be open to pupils' suggestions about lessons e g if they want to change the content or method (    )
- o) A teacher should always maintain distance from her pupils so that they respect her (    )
- p) No teacher should ever hit a pupil for any reason whatsoever (    )
- q) Pupils should be regularly tested so that teachers can monitor their progress (    )
- r) Group and pair work do not work at this level because of the pupils' poor command of English (    )

METHODOLOGY & TEACHING STYLE

Q71 Please indicate on a scale your agreement/disagreement with the following statements

(1) agree      (2) neutral      (3) disagree

To teach a language means

- a) to give pupils lots of grammar, reading exercises, composition work and oral communication according to the syllabus (    )

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- b) to give pupils lots of problem-solving activities so that pupils can discover the language for themselves (    )
- c) to give pupils a basic grammatical foundation and communication strategies so that pupils can develop this knowledge and transfer it for use in real life situations (    )
- d) to encourage pupils to become interested in learning English so that they are motivated to read English newspapers and magazines (    )
- e) to teach pupils the contents of the English textbook so that they can pass their exams even if they can't use English in real life situations (    )
- f) to encourage pupils to converse with English speakers and to give them confidence (    )
- g) never to allow use of the mother tongue (vernacular) during an English language lesson (    )
- h) never to allow pupils to make errors for fear that they will develop incorrect usage (    )
- i) to teach pupils lots of useful colloquial English words for interaction with English speakers (    )
- j) to allow pupils as long as they like to say something, even if their language is full of errors (    )
- k) to play language games in class (    )
- l) to integrate the 4 language skills and not separate them (    )
- m) to correct all spelling and grammatical errors all the time (    )
- n) to give pupils lots of "free" conversation without any structure (    )

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Q72 Please indicate on a scale your agreement/disagreement with the following statements about the "ideal" teacher

(1) agree      (2) neutral      (3) disagree

A good teacher is one who

- a) gives pupils lots of practice in written work in preparation for exams (    )
- b) says as little as possible (    )
- c) uses a lot of pair/group work so that pupils can learn from each other (    )
- d) allows pupils to choose what they want to learn in class and do for homework (    )
- e) always explains grammar and vocabulary before giving examples so that pupils do not make mistakes (    )
- f) does not follow the syllabus, textbooks or materials too closely so that she leaves herself and her pupils free to decide on what is interesting for them to learn in that lesson, even if it won't be examined (    )
- g) when asking questions always makes sure that the "correct" answer is given (    )
- h) allows pupils to ask any type of question in class, even if it is not directly related to the subject matter of the lesson (    )
- i) encourages pupils to think for themselves and choose the way they want to learn (    )
- j) allows herself to learn from her pupils (    )
- k) learns from her colleagues (    )
- l) copies the methods and techniques that her colleagues are using (    )

THANK YOU FOR YOUR COOPERATION

APPENDIX 5b

TEACHER PROFILES BASED ON BACKGROUND INFORMATION

**APPENDIX 5b:** **INDIVIDUAL TEACHER PROFILES BASED ON BACKGROUND INFORMATION**

| QUESTION | ITEM  | T1  | T2   | T3   | T4   |
|----------|---|---|--|--|--|
| 1        | <u>Education &amp; Training</u>                 | Higher Primary Cert.                                  | MA/HED   | Matric & Higher Primary Cert                       | Junior Cert. (std 8) & Higher Primary Cert.      |
| 2        | TEFL Qualification                              | Short course in Israel in communication skills        | RSA/TEFL   | Short course in Israel                             | None   |
| 3        | Current study & reasons                         | Matric to improve general knowledge                   | B A Hons in Applied Linguistics Interest & to improve confidence | None   | Matric to improve general confidence & knowledge |
| 4        | Proposed further study                          | English course for overseas teachers                  | None   | None   | None   |
| 5        | <u>Attitude to pre-service teacher training</u> | Negative lack of knowledge of and practice in English | Positive learnt methodology                                      | Negative not enough practice in structure & method | Negative not enough methodology                  |
| 6        | Language use & Attitudes to English             |   |  |  |  |
| 7        | L1  | No  | Yes  | No   | No   |



|       |                                       |                  |              |   |  |
|-------|---------------------------------------|------------------|--------------|---|--|
| 8     | Other Languages                       | 5                | 2            | 3   | 3  |
| 9     | Use of English in personal life       | Frequent         | Frequent     | Fairly frequent   | Rare   |
| 10-12 | Attitude to English & its speakers    | Positive         | Positive     | Positive  | Positive   |
| 13    | English mostly used as                | L2/lingua franca | L1           | L3/lingua franca  | lingua franca  |
| 14-15 | Preferred language as medium          | English          | Bilingual    | English   | Bilingual  |
| 16    | Problems teaching English             | None             | None         | English inadequate & lack of confidence in method and books | Lack of confidence in method, pupils weak in English |
| 17    | Reasons for pupils learning English   | Instrumental     | Instrumental | Integrative & instrumental                                  | Instrumental   |
| 18    | General reasons for learning English  | Instrumental     | Instrumental | Instrumental  | Integrative/instrumental                             |
| 22-23 | Perception of own English proficiency | Good             | Good         | Fair/weak   | Good/Fair  |
| 20-21 | Preferred teaching in other subjects  | N/A              | N/A          | History/storytelling  | Science  |

| <u>Current Teaching experience</u> |   |   |   |   |  |
|------------------------------------|---|---|---|---|--|
| 24                                 | No of years teaching  | 10 or more  | 5 - 10  | 10 or more  | 10 or more   |
| 25                                 | No of years teaching English                                    | 10 or more  | 5 - 10  | 5 - 10  | 10 or more   |
| 26-28                              | Attitude to teaching English                                    | Very positive                                       | Very positive   | Positive  | Positive   |
| 29-32                              | Satisfaction with current working conditions                    | Yes   | No - heavy workload   | Big workload/ poorly paid   | Heavy load/ bad pay  |
| 33                                 | Perception of environmental & practical constraints on teaching | Lack of textbooks<br>poor sociopolitical conditions | Lack of good texts<br>too many pupils and no motivation<br>inflexible administrative procedures | Lack of good texts & equipment<br>pupils unmotivated<br>poor sociopolitical climate<br>poor salaries & inflexible administrative procedures | Too many pupils<br>lack of good texts & aids<br>poor salary & inflexible admin |

|       |   |   |   |  |   |
|-------|---|---|---|--|---|
| 35    | Teaching load per week                            | 3 p w   | 3 p w.  | 8 p d.   | 8 p d.  |
| 36    | No of pupils per class                            | 12  | 12  | 42   | 40  |
| 37    | Ability levels of pupils                          | All   | All   | All  | All   |
| 38-39 | Extra-mural contact with pupils                   | Infrequent  | Infrequent  | Infrequent   | Infrequent  |
| 40-41 | Perception of pupil abilities in English          | Good to fair  | Receptive - good<br>productive - weak   | Weak   | Fair/weak   |
| 42    | Perception of reasons                             | Poor environmental climate<br>little contact with L1 speakers,<br>no motivation,<br>lack of good materials & syllabus | Little contact with L1 speakers<br>little exposure to English,<br>lack of good material | Poor environment & lack of qualified teachers, poor administrative procedures, little contact with L1 speakers & poor motivation | poor environment & lack of motivation,<br>little contact with L1 speakers & poor administration |
| 43-48 | Class organization<br>Pupils' freedom of movement | Very free   | Very free   | Tight control  | Tight control   |
| 49-55 | Peer contact & support                            | Good  | Good  | Good   | Irregular   |

|       |   |          |          |           |           |
|-------|---|----------|----------|-----------|-----------|
| 56-58 | Satisfaction with syllabus/materials      | Positive | Positive | Negative  | Negative  |
| 60    | Prescribed teaching according to textbook | Not much | Yes      | Yes       | Yes       |
| 59-61 | Own initiative re. content, materials     | Yes      | Yes      | Sometimes | Sometimes |
| 62-65 | Attitude to material pupils choose        | Negative | Positive | Positive  | Positive  |

APPENDIX 5c

PROCEDURE FOR ANALYSIS OF ATTITUDES: ASSIGNMENT  
OF ITEMS INTO HIGH OR LOW COMMUNICATIVE PARAMETERS

**APPENDIX 5C**

### HIGH COMMUNICATIVE ORIENTATION (PROCESS-ORIENTED)

|    |  |    |  |
|----|--|----|--|
| b) | to develop children's independence/individuality         | a) | to equip children with skills/attitudes to fit status quo    |
| d) | to encourage children to express themselves freely       | c) | to train a child to be well-disciplined                      |
| g) | to look after emotional development                      | e) | to teach basic skills  |
| h) | to give children understanding of the world they live in | f) | to train children in social/moral development                |
| i) | to encourage development of creative abilities           | k) | to encourage pupils to achieve high standards in school work |
| j) | to help pupils learn to co-operate with each other       |    |  |
| l) | to develop a sense of responsibility in pupils           |    |  |

**Key**

## QUESTION 67 - PUPILS

Key A - Agree / N - Neutral / D - Disagree

| LOW COMMUNICATIVE ORIENTATION (PROCESS) |    |    |    |    |       |    |    |    |    |
|---|----|----|----|----|-------|----|----|----|----|
| ITEM                                    | T1 | T2 | T3 | T4 | ITEM  | T1 | T2 | T3 | T4 |
| c)                                      | 1  | 1  | 1  | 1  | a)    | 1  | 1  | 1  | 1  |
| d)                                      | 1  | 1  | 1  | 1  | b)    | 1  | 1  | 1  | 1  |
| e)                                      | 1  | 1  | 1  | 1  | c)    | 1  | 1  | 1  | 1  |
| f)                                      | 1  | 1  | 1  | 1  | d)    | 1  | 1  | 1  | 1  |
| g)                                      | 1  | 1  | 1  | 1  | e)    | 1  | 1  | 1  | 1  |
| h)                                      | 1  | 1  | 1  | 1  | f)    | 1  | 1  | 1  | 1  |
| i)                                      | 1  | 1  | 1  | 1  | g)    | 1  | 1  | 1  | 1  |
| j)                                      | 1  | 1  | 1  | 1  | h)    | 1  | 1  | 1  | 1  |
| k)                                      | 1  | 1  | 1  | 1  | i)    | 1  | 1  | 1  | 1  |
| l)                                      | 1  | 1  | 1  | 1  | j)    | 1  | 1  | 1  | 1  |
| m)                                      | 1  | 1  | 1  | 1  | k)    | 1  | 1  | 1  | 1  |
| n)                                      | 1  | 1  | 1  | 1  | l)    | 1  | 1  | 1  | 1  |
| o)                                      | 1  | 1  | 1  | 1  | m)    | 1  | 1  | 1  | 1  |
| p1)                                     | 1  | 1  | 1  | 1  | n)    | 1  | 1  | 1  | 1  |
| p2)                                     | 1  | 1  | 1  | 1  | o)    | 1  | 1  | 1  | 1  |
| p3)                                     | 1  | 1  | 1  | 1  | p1)   | 1  | 1  | 1  | 1  |
| p4)                                     | 1  | 1  | 1  | 1  | p2)   | 1  | 1  | 1  | 1  |
| p5)                                     | 1  | 1  | 1  | 1  | p3)   | 1  | 1  | 1  | 1  |
| p6)                                     | 1  | 1  | 1  | 1  | p4)   | 1  | 1  | 1  | 1  |
| p7)                                     | 1  | 1  | 1  | 1  | p5)   | 1  | 1  | 1  | 1  |
| p8)                                     | 1  | 1  | 1  | 1  | p6)   | 1  | 1  | 1  | 1  |
| p9)                                     | 1  | 1  | 1  | 1  | p7)   | 1  | 1  | 1  | 1  |
| p10)                                    | 1  | 1  | 1  | 1  | p8)   | 1  | 1  | 1  | 1  |
| p11)                                    | 1  | 1  | 1  | 1  | p9)   | 1  | 1  | 1  | 1  |
| p12)                                    | 1  | 1  | 1  | 1  | p10)  | 1  | 1  | 1  | 1  |
| p13)                                    | 1  | 1  | 1  | 1  | p11)  | 1  | 1  | 1  | 1  |
| p14)                                    | 1  | 1  | 1  | 1  | p12)  | 1  | 1  | 1  | 1  |
| p15)                                    | 1  | 1  | 1  | 1  | p13)  | 1  | 1  | 1  | 1  |
| p16)                                    | 1  | 1  | 1  | 1  | p14)  | 1  | 1  | 1  | 1  |
| p17)                                    | 1  | 1  | 1  | 1  | p15)  | 1  | 1  | 1  | 1  |
| p18)                                    | 1  | 1  | 1  | 1  | p16)  | 1  | 1  | 1  | 1  |
| p19)                                    | 1  | 1  | 1  | 1  | p17)  | 1  | 1  | 1  | 1  |
| p20)                                    | 1  | 1  | 1  | 1  | p18)  | 1  | 1  | 1  | 1  |
| p21)                                    | 1  | 1  | 1  | 1  | p19)  | 1  | 1  | 1  | 1  |
| p22)                                    | 1  | 1  | 1  | 1  | p20)  | 1  | 1  | 1  | 1  |
| p23)                                    | 1  | 1  | 1  | 1  | p21)  | 1  | 1  | 1  | 1  |
| p24)                                    | 1  | 1  | 1  | 1  | p22)  | 1  | 1  | 1  | 1  |
| p25)                                    | 1  | 1  | 1  | 1  | p23)  | 1  | 1  | 1  | 1  |
| p26)                                    | 1  | 1  | 1  | 1  | p24)  | 1  | 1  | 1  | 1  |
| p27)                                    | 1  | 1  | 1  | 1  | p25)  | 1  | 1  | 1  | 1  |
| p28)                                    | 1  | 1  | 1  | 1  | p26)  | 1  | 1  | 1  | 1  |
| p29)                                    | 1  | 1  | 1  | 1  | p27)  | 1  | 1  | 1  | 1  |
| p30)                                    | 1  | 1  | 1  | 1  | p28)  | 1  | 1  | 1  | 1  |
| p31)                                    | 1  | 1  | 1  | 1  | p29)  | 1  | 1  | 1  | 1  |
| p32)                                    | 1  | 1  | 1  | 1  | p30)  | 1  | 1  | 1  | 1  |
| p33)                                    | 1  | 1  | 1  | 1  | p31)  | 1  | 1  | 1  | 1  |
| p34)                                    | 1  | 1  | 1  | 1  | p32)  | 1  | 1  | 1  | 1  |
| p35)                                    | 1  | 1  | 1  | 1  | p33)  | 1  | 1  | 1  | 1  |
| p36)                                    | 1  | 1  | 1  | 1  | p34)  | 1  | 1  | 1  | 1  |
| p37)                                    | 1  | 1  | 1  | 1  | p35)  | 1  | 1  | 1  | 1  |
| p38)                                    | 1  | 1  | 1  | 1  | p36)  | 1  | 1  | 1  | 1  |
| p39)                                    | 1  | 1  | 1  | 1  | p37)  | 1  | 1  | 1  | 1  |
| p40)                                    | 1  | 1  | 1  | 1  | p38)  | 1  | 1  | 1  | 1  |
| p41)                                    | 1  | 1  | 1  | 1  | p39)  | 1  | 1  | 1  | 1  |
| p42)                                    | 1  | 1  | 1  | 1  | p40)  | 1  | 1  | 1  | 1  |
| p43)                                    | 1  | 1  | 1  | 1  | p41)  | 1  | 1  | 1  | 1  |
| p44)                                    | 1  | 1  | 1  | 1  | p42)  | 1  | 1  | 1  | 1  |
| p45)                                    | 1  | 1  | 1  | 1  | p43)  | 1  | 1  | 1  | 1  |
| p46)                                    | 1  | 1  | 1  | 1  | p44)  | 1  | 1  | 1  | 1  |
| p47)                                    | 1  | 1  | 1  | 1  | p45)  | 1  | 1  | 1  | 1  |
| p48)                                    | 1  | 1  | 1  | 1  | p46)  | 1  | 1  | 1  | 1  |
| p49)                                    | 1  | 1  | 1  | 1  | p47)  | 1  | 1  | 1  | 1  |
| p50)                                    | 1  | 1  | 1  | 1  | p48)  | 1  | 1  | 1  | 1  |
| p51)                                    | 1  | 1  | 1  | 1  | p49)  | 1  | 1  | 1  | 1  |
| p52)                                    | 1  | 1  | 1  | 1  | p50)  | 1  | 1  | 1  | 1  |
| p53)                                    | 1  | 1  | 1  | 1  | p51)  | 1  | 1  | 1  | 1  |
| p54)                                    | 1  | 1  | 1  | 1  | p52)  | 1  | 1  | 1  | 1  |
| p55)                                    | 1  | 1  | 1  | 1  | p53)  | 1  | 1  | 1  | 1  |
| p56)                                    | 1  | 1  | 1  | 1  | p54)  | 1  | 1  | 1  | 1  |
| p57)                                    | 1  | 1  | 1  | 1  | p55)  | 1  | 1  | 1  | 1  |
| p58)                                    | 1  | 1  | 1  | 1  | p56)  | 1  | 1  | 1  | 1  |
| p59)                                    | 1  | 1  | 1  | 1  | p57)  | 1  | 1  | 1  | 1  |
| p60)                                    | 1  | 1  | 1  | 1  | p58)  | 1  | 1  | 1  | 1  |
| p61)                                    | 1  | 1  | 1  | 1  | p59)  | 1  | 1  | 1  | 1  |
| p62)                                    | 1  | 1  | 1  | 1  | p60)  | 1  | 1  | 1  | 1  |
| p63)                                    | 1  | 1  | 1  | 1  | p61)  | 1  | 1  | 1  | 1  |
| p64)                                    | 1  | 1  | 1  | 1  | p62)  | 1  | 1  | 1  | 1  |
| p65)                                    | 1  | 1  | 1  | 1  | p63)  | 1  | 1  | 1  | 1  |
| p66)                                    | 1  | 1  | 1  | 1  | p64)  | 1  | 1  | 1  | 1  |
| p67)                                    | 1  | 1  | 1  | 1  | p65)  | 1  | 1  | 1  | 1  |
| p68)                                    | 1  | 1  | 1  | 1  | p66)  | 1  | 1  | 1  | 1  |
| p69)                                    | 1  | 1  | 1  | 1  | p67)  | 1  | 1  | 1  | 1  |
| p70)                                    | 1  | 1  | 1  | 1  | p68)  | 1  | 1  | 1  | 1  |
| p71)                                    | 1  | 1  | 1  | 1  | p69)  | 1  | 1  | 1  | 1  |
| p72)                                    | 1  | 1  | 1  | 1  | p70)  | 1  | 1  | 1  | 1  |
| p73)                                    | 1  | 1  | 1  | 1  | p71)  | 1  | 1  | 1  | 1  |
| p74)                                    | 1  | 1  | 1  | 1  | p72)  | 1  | 1  | 1  | 1  |
| p75)                                    | 1  | 1  | 1  | 1  | p73)  | 1  | 1  | 1  | 1  |
| p76)                                    | 1  | 1  | 1  | 1  | p74)  | 1  | 1  | 1  | 1  |
| p77)                                    | 1  | 1  | 1  | 1  | p75)  | 1  | 1  | 1  | 1  |
| p78)                                    | 1  | 1  | 1  | 1  | p76)  | 1  | 1  | 1  | 1  |
| p79)                                    | 1  | 1  | 1  | 1  | p77)  | 1  | 1  | 1  | 1  |
| p80)                                    | 1  | 1  | 1  | 1  | p78)  | 1  | 1  | 1  | 1  |
| p81)                                    | 1  | 1  | 1  | 1  | p79)  | 1  | 1  | 1  | 1  |
| p82)                                    | 1  | 1  | 1  | 1  | p80)  | 1  | 1  | 1  | 1  |
| p83)                                    | 1  | 1  | 1  | 1  | p81)  | 1  | 1  | 1  | 1  |
| p84)                                    | 1  | 1  | 1  | 1  | p82)  | 1  | 1  | 1  | 1  |
| p85)                                    | 1  | 1  | 1  | 1  | p83)  | 1  | 1  | 1  | 1  |
| p86)                                    | 1  | 1  | 1  | 1  | p84)  | 1  | 1  | 1  | 1  |
| p87)                                    | 1  | 1  | 1  | 1  | p85)  | 1  | 1  | 1  | 1  |
| p88)                                    | 1  | 1  | 1  | 1  | p86)  | 1  | 1  | 1  | 1  |
| p89)                                    | 1  | 1  | 1  | 1  | p87)  | 1  | 1  | 1  | 1  |
| p90)                                    | 1  | 1  | 1  | 1  | p88)  | 1  | 1  | 1  | 1  |
| p91)                                    | 1  | 1  | 1  | 1  | p89)  | 1  | 1  | 1  | 1  |
| p92)                                    | 1  | 1  | 1  | 1  | p90)  | 1  | 1  | 1  | 1  |
| p93)                                    | 1  | 1  | 1  | 1  | p91)  | 1  | 1  | 1  | 1  |
| p94)                                    | 1  | 1  | 1  | 1  | p92)  | 1  | 1  | 1  | 1  |
| p95)                                    | 1  | 1  | 1  | 1  | p93)  | 1  | 1  | 1  | 1  |
| p96)                                    | 1  | 1  | 1  | 1  | p94)  | 1  | 1  | 1  | 1  |
| p97)                                    | 1  | 1  | 1  | 1  | p95)  | 1  | 1  | 1  | 1  |
| p98)                                    | 1  | 1  | 1  | 1  | p96)  | 1  | 1  | 1  | 1  |
| p99)                                    | 1  | 1  | 1  | 1  | p97)  | 1  | 1  | 1  | 1  |
| p100)                                   | 1  | 1  | 1  | 1  | p98)  | 1  | 1  | 1  | 1  |
| p101)                                   | 1  | 1  | 1  | 1  | p99)  | 1  | 1  | 1  | 1  |
| p102)                                   | 1  | 1  | 1  | 1  | p100) | 1  | 1  | 1  | 1  |
| p103)                                   | 1  | 1  | 1  | 1  | p101) | 1  | 1  | 1  | 1  |
| p104)                                   | 1  | 1  | 1  | 1  | p102) | 1  | 1  | 1  | 1  |
| p105)                                   | 1  | 1  | 1  | 1  | p103) | 1  | 1  | 1  | 1  |
| p106)                                   | 1  | 1  | 1  | 1  | p104) | 1  | 1  | 1  | 1  |
| p107)                                   | 1  | 1  | 1  | 1  | p105) | 1  | 1  | 1  | 1  |
| p108)                                   | 1  | 1  | 1  | 1  | p106) | 1  | 1  | 1  | 1  |
| p109)                                   | 1  | 1  | 1  | 1  | p107) | 1  | 1  | 1  | 1  |
| p110)                                   | 1  | 1  | 1  | 1  | p108) | 1  | 1  | 1  | 1  |
| p111)                                   | 1  | 1  | 1  | 1  | p109) | 1  | 1  | 1  | 1  |
| p112)                                   | 1  | 1  | 1  | 1  | p110) | 1  | 1  | 1  | 1  |
| p113)                                   | 1  | 1  | 1  | 1  | p111) | 1  | 1  | 1  | 1  |
| p114)                                   | 1  | 1  | 1  | 1  | p112) | 1  | 1  | 1  | 1  |
| p115)                                   | 1  | 1  | 1  | 1  | p113) | 1  | 1  | 1  | 1  |
| p116)                                   | 1  | 1  | 1  | 1  | p114) | 1  | 1  | 1  | 1  |
| p117)                                   | 1  | 1  | 1  | 1  | p115) | 1  | 1  | 1  | 1  |
| p118)                                   | 1  | 1  | 1  | 1  | p116) | 1  | 1  | 1  | 1  |
| p119)                                   | 1  | 1  | 1  | 1  | p117) | 1  | 1  | 1  | 1  |
| p120)                                   | 1  | 1  | 1  | 1  | p118) | 1  | 1  | 1  | 1  |
| p121)                                   | 1  | 1  | 1  | 1  | p119) | 1  | 1  | 1  | 1  |
| p122)                                   | 1  | 1  | 1  | 1  | p120) | 1  | 1  | 1  | 1  |
| p123)                                   | 1  | 1  | 1  | 1  | p121) | 1  | 1  | 1  | 1  |
| p124)                                   | 1  | 1  | 1  | 1  | p122) | 1  | 1  | 1  | 1  |
| p125)                                   | 1  | 1  | 1  | 1  | p123) | 1  | 1  | 1  | 1  |
| p126)                                   | 1  | 1  | 1  | 1  | p124) | 1  | 1  | 1  | 1  |
| p127)                                   | 1  | 1  | 1  | 1  | p125) | 1  | 1  | 1  | 1  |
| p128)                                   | 1  | 1  | 1  | 1  | p126) | 1  | 1  | 1  | 1  |
| p129)                                   | 1  | 1  | 1  | 1  | p127) | 1  | 1  | 1  | 1  |
| p130)                                   | 1  | 1  | 1  | 1  | p128) | 1  | 1  | 1  | 1  |
| p131)                                   | 1  | 1  | 1  | 1  | p129) | 1  | 1  | 1  | 1  |
| p132)                                   | 1  | 1  | 1  | 1  | p130) | 1  | 1  | 1  | 1  |
| p133)                                   | 1  | 1  | 1  | 1  | p131) | 1  | 1  | 1  | 1  |
| p134)                                   | 1  | 1  | 1  | 1  | p132) | 1  | 1  | 1  | 1  |
| p135)                                   | 1  | 1  | 1  | 1  | p133) | 1  | 1  | 1  | 1  |
| p136)                                   | 1  | 1  | 1  | 1  | p134) | 1  | 1  | 1  | 1  |
| p137)                                   | 1  | 1  | 1  | 1  | p135) | 1  | 1  | 1  | 1  |
| p138)                                   | 1  | 1  | 1  | 1  | p136) | 1  | 1  | 1  | 1  |
| p139)                                   | 1  | 1  | 1  | 1  | p137) | 1  | 1  | 1  | 1  |
| p140)                                   | 1  | 1  | 1  | 1  | p138) | 1  | 1  | 1  | 1  |
| p141)                                   | 1  | 1  | 1  | 1  | p139) | 1  | 1  | 1  | 1  |
| p142)                                   | 1  | 1  | 1  | 1  | p140) | 1  | 1  | 1  | 1  |
| p143)                                   | 1  | 1  | 1  | 1  | p141) | 1  | 1  | 1  | 1  |
| p144)                                   | 1  | 1  | 1  | 1  | p142) | 1  | 1  | 1  | 1  |
| p145)                                   | 1  | 1  | 1  | 1  | p143) | 1  | 1  | 1  | 1  |
| p146)                                   | 1  | 1  | 1  | 1  | p144) | 1  | 1  | 1  | 1  |
| p147)                                   | 1  | 1  | 1  | 1  | p145) | 1  | 1  | 1  | 1  |
| p148)                                   | 1  | 1  | 1  | 1  | p146) | 1  | 1  | 1  | 1  |
| p149)                                   | 1  | 1  | 1  | 1  | p147) | 1  | 1  | 1  | 1  |
| p150)                                   | 1  | 1  | 1  | 1  | p148) | 1  | 1  | 1  | 1  |
| p151)                                   | 1  | 1  | 1  | 1  | p149) | 1  | 1  | 1  | 1  |
| p152)                                   | 1  | 1  | 1  | 1  | p150) | 1  | 1  | 1  | 1  |
| p153)                                   | 1  | 1  | 1  | 1  | p151) | 1  | 1  | 1  | 1  |
| p154)                                   | 1  | 1  | 1  | 1  | p152) | 1  | 1  | 1  | 1  |
| p155)                                   | 1  | 1  | 1  | 1  | p153) | 1  | 1  | 1  | 1  |
| p156)                                   | 1  | 1  | 1  | 1  | p154) | 1  | 1  | 1  | 1  |
| p157)                                   | 1  | 1  | 1  | 1  | p155) | 1  | 1  | 1  | 1  |
| p158)                                   | 1  | 1  | 1  | 1  | p156) | 1  | 1  | 1  | 1  |
| p159)                                   | 1  | 1  | 1  | 1  | p157) | 1  | 1  | 1  | 1  |
| p160)                                   | 1  | 1  | 1  | 1  | p158) | 1  | 1  | 1  | 1  |
| p161)                                   | 1  | 1  | 1  | 1  | p159) | 1  | 1  | 1  | 1  |
| p162)                                   | 1  | 1  | 1  | 1  | p160) | 1  | 1  | 1  | 1  |
| p163)                                   | 1  | 1  | 1  | 1  | p161) | 1  | 1  | 1  | 1  |
| p164)                                   | 1  | 1  | 1  | 1  | p162) |    |    |    |    |

QUESTION 68 - INTERACTION MODEHIGH COMMUNICATIVE ORIENTATION (PROCESS)

- a) communicate well
- b) do not talk too much
- c) enthusiastic
- d) different techniques for individuals
- e) encourage pupils to talk a lot
- f) choose interesting tasks
- g) pupils ask questions about interesting things
- j) pupils often ask questions not related to lesson content
- l) pupils often ask for more information about lesson topics
- n) pupils always understand what they must do in activities
- o) pair and group work used a lot
- p1) main use of group work is to get pupils interacting
- p2) main purpose of group work is to create pupil independence
- p3) main purpose of group work is to create genuine communication
- r) pupils often discuss different points of view
- s) pupils always discover rules for themselves
- t3) pupil error teacher waits for pupil to correct himself
- t4) pupil error teacher asks other pupils for help
- t5) pupil error . teacher ignores it as focus is on meaning
- u2) teacher treatment of pupil response rephrase
- u3) teacher treatment of pupil response expansion
- u4) teacher treatment of pupil response ask for elaboration
- v) pupils encouraged to challenge both teacher and textbook
- w2) use of A-V materials questions are exploratory
- w3) use of A-V materials questions are predictive

LOW COMMUNICATIVE ORIENTATION (PRODUCT)

- h) pupils are bored
- i) pupils only talk when asked a question or told to
- k) always explain grammar rules before examples
- m) pupils ask questions mostly about word meanings/grammar
- q) pupils respond in complete sentences
- t1) if pupil makes error you quickly ask another pupil
- t2) if pupil makes error you supply answer
- t6) ignore pupil error if too difficult to correct
- u1) teacher's treatment of pupil response is brief comment
- x) pupils learn dialogues/word lists off by heart
- w1) use of A-V materials questions are factual



# APPENDIX 5C

## QUESTION 68 - INTERACTION MODE (cont)

| HIGH COMMUNICATIVE ORIENTATION (PROCESS) |    |    |    |   |    |    |   |    |    | LOW COMMUNICATIVE ORIENTATION (PRODUCT) |   |   |    |    |    |   |    |    |    |    |   |
|--|----|----|----|---|----|----|---|----|----|---|---|---|----|----|----|---|----|----|----|----|---|
| ITEM                                     | T1 |    |    |   | T2 |    |   |    | T3 |   |   |   | T4 |    |    |   | T5 |    |    |    |   |
|  | A  | O  | S  | N | A  | O  | S | N  | A  | O                                       | S | N | A  | O  | S  | N | A  | O  | S  | N  |   |
| a)                                       | 1  |    |    |   | 1  |    |   |    | 1  |   |   |   | 1  |    |    |   |    |    |    |    |   |
| b)                                       | 1  |    |    |   | 1  |    |   |    |    | 1                                       |   |   |    |    |    |   |    |    |    |    |   |
| c)                                       | 1  |    |    |   |    | 1  |   |    | 1  |   |   |   |    |    |    |   |    |    |    |    |   |
| d)                                       | 1  |    |    |   |    | 1  |   |    |    | 1                                       |   |   |    |    |    |   |    |    |    |    |   |
| e)                                       | 1  |    |    |   | 1  |    |   |    | 1  |   |   |   | 1  |    |    |   |    |    |    |    |   |
| f)                                       |    | 1  |    |   | 1  |    |   |    | 1  |   |   |   | 1  |    |    |   |    |    |    |    |   |
| g)                                       | 1  |    |    |   | 1  |    |   |    |    | 1                                       |   |   |    |    |    |   |    |    |    |    |   |
| h)                                       | 1  |    |    |   |    | 1  |   |    |    | 1                                       |   |   |    |    |    |   |    |    |    |    |   |
| i)                                       |    | 1  |    |   |    |    | 1 |    |    |   |   |   |    |    |    |   |    |    |    |    |   |
| j)                                       |    | 1  |    |   |    |    | 1 |    |    |   |   |   |    |    |    |   |    |    |    |    |   |
| k)                                       |    |    | 1  |   |    |    |   | 1  |    |   |   |   |    |    |    |   |    |    |    |    |   |
| l)                                       |    |    | 1  |   |    |    |   | 1  |    |   |   |   |    |    |    |   |    |    |    |    |   |
| m)                                       |    |    | 1  |   |    |    |   | 1  |    |   |   |   |    |    |    |   |    |    |    |    |   |
| n)                                       |    |    | 1  |   |    |    |   | 1  |    |   |   |   |    |    |    |   |    |    |    |    |   |
| o)                                       |    |    | 1  |   |    |    |   | 1  |    |   |   |   |    |    |    |   |    |    |    |    |   |
| p1)                                      | 1  |    |    |   | 1  |    |   |    | 1  |   |   |   | 1  |    |    |   |    |    |    |    |   |
| p2)                                      | 1  |    |    |   | 1  |    |   |    | 1  |   |   |   | 1  |    |    |   |    |    |    |    |   |
| p3)                                      | 1  |    |    |   | 1  |    |   |    | 1  |   |   |   | 1  |    |    |   |    |    |    |    |   |
| T.11                                     | 1  | 2  | 0  | 8 |    | 0  | 3 | 7  | 1  |   |   |   | 3  | 3  | 5  | 0 |    | 1  | 2  | 8  | 0 |
| %  |    | 9  | 18 | 0 | 73 |    | 0 | 27 | 64 | 9                                       |   |   | 27 | 27 | 45 | 0 |    | 9  | 18 | 73 | 0 |
| T%P/N                                    | 27 | 73 |    |   | 27 | 73 |   |    | 54 | 45                                      |   |   | 27 | 73 |    |   | 27 | 73 |    |    |   |

### SUMMARY

| HIGH COMMUNICATIVE ORIENTATION |     |     |  | LOW COMMUNICATIVE ORIENTATION |     |  |  |
|--------------------------------|-----|-----|--|-------------------------------|-----|--|--|
| I                              | POS | NEG |  | POS                           | NEG |  |  |
| 1                              | 88  | 8   |  | 27                            | 73  |  |  |
| 2                              | 76  | 24  |  | 27                            | 73  |  |  |
| 3                              | 44  | 56  |  | 54                            | 45  |  |  |
| 4                              | 32  | 68  |  | 27                            | 73  |  |  |

### KEY

A = Always

O = Often

S = Seldom

N = Never

P/N = Positive/Negative

QUESTION 68 - INTERACTION MODE - ADDENDUM (survey done a year later)

| HIGH COMMUNICATIVE ORIENTATION<br>(PROCESS) |           |            | LOW COMMUNICATIVE ORIENTATION<br>(PRODUCT) |           |           |
|---|-----------|------------|--|-----------|-----------|
| ITEM  | T1        | T2         | ITEM                                       | T1        | T2        |
|   | A O S N   | A O S N    |  | A O S N   | A O S N   |
| a)  | 1         | ①          | h)   | 1         | 1         |
| b)  | ①         | ①          | i)   | ①         | 1         |
| c)  | 1         | 1          | k)   | 1         | 1         |
| d)  | ①         | 1          | m)   | ①         | 1         |
| e)  | 1         | ①          | q)   | ①         | 1         |
| f)  | 1         | ①          | t1)  | ①         | 1         |
| g)  | ①         | 1          | t2)  | 1         | 1         |
| j)  | ①         | 1          | t6)  | ①         | 1         |
| l)  | ①         | 1          | u1)  | ①         | ①         |
| o)  | 1         | 1          | w1)  | ①         | ①         |
| n)  | ①         | 1          | x)   | ①         | 1         |
| p1)   | ①         | ①          | T.11                                       | 1 1 6 3   | 1 1 8 1   |
| p2)   | 1         | 1          | %  | 9 18 0 73 | 0 27 64 9 |
| p3)   | 1         | 1          | T%P/N                                      | 27 73     | 27 73     |
| r)  | 1         | ①          |  |           |           |
| s)  | 1         | 1          |  |           |           |
| t3)   | 1         | 1          |  |           |           |
| t4)   | ①         | 1          |  |           |           |
| t5)   | ①         | 1          |  |           |           |
| u2)   | ①         | 1          |  |           |           |
| u3)   | ①         | ①          |  |           |           |
| u4)   | 1         | ①          |  |           |           |
| v)  | 1         | 1          |  |           |           |
| w2)   | 1         | ①          |  |           |           |
| w3)   | 1         | 1          |  |           |           |
| T.25  | 16 4 3 2  | 12 8 5 0   |  |           |           |
| %   | 60 28 4 4 | 24 52 24 0 |  |           |           |
| T% P/N                                      | 88 8      | 76 24      |  |           |           |

### QUESTION 69 - SYLLABUS & MATERIALS

| ITEM          | T1       | T2    | T3    | T4    | ITEM          | T1    | T2    | T3       | T4    |
|---------------|----------|-------|-------|-------|---------------|-------|-------|----------|-------|
|               | A N D    | A N D | A N D | A N D |               | A N D | A N D | A N D    | A N D |
| b)            | 1        | 1     | 1     | 1     | a)            | 1     | 1     | 1        | 1     |
| c)            | 1        | 1     | 1     | 1     | d)            | 1     | 1     | 1        | 1     |
| e)            | 1        | 1     | 1     | 1     | f)            | 1     | 1     | 1        | 1     |
|               |          |       |       |       | g)            | 1     | 1     | 1        | 1     |
| Total items 3 | 1 1 1    | 3     | 2 1   | 1 2   | Total items 4 | 4     | 4     | 1 1 2    | 1 3   |
| %             | 33 33 33 | 100   | 66 33 | 33 66 | %             | 100   | 100   | 25 25 50 | 25 75 |

**Key**  
A - Agree  
N - Neutral  
D - Disagree

Key A - Agree / N - Neutral / D - Disagree

Key A - Agree / N - Neutral / D - Disagree

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# APPENDIX 5C

## QUESTION 71 - METHODOLOGY & TEACHING STYLE

| HIGH COMMUNICATIVE ORIENTATION (PROCESS-ORIENTED)          |     |        |     |        |     |        |     |        |               | LOW COMMUNICATIVE ORIENTATION (PRODUCT-ORIENTED)   |        |     |        |     |        |     |        |  |  |
|--|-----|--------|-----|--------|-----|--------|-----|--------|---------------|--|--------|-----|--------|-----|--------|-----|--------|--|--|
| b) problem-solving activities                              |     |        |     |        |     |        |     |        |               | a) teach the syllabus                              |        |     |        |     |        |     |        |  |  |
| c) basic grammatical foundation & communication strategies |     |        |     |        |     |        |     |        |               | e) teach content of English textbook to pass exams |        |     |        |     |        |     |        |  |  |
| d) encourage interest in English for motivation            |     |        |     |        |     |        |     |        |               | g) never allow L1 in class                         |        |     |        |     |        |     |        |  |  |
| f) encourage interaction with native speakers              |     |        |     |        |     |        |     |        |               | h) never allow errors                              |        |     |        |     |        |     |        |  |  |
| i) teach lots of colloquial words and idioms               |     |        |     |        |     |        |     |        |               | m) correct all grammatical errors                  |        |     |        |     |        |     |        |  |  |
| j) pupils can take as long as they like before speaking    |     |        |     |        |     |        |     |        |               |  |        |     |        |     |        |     |        |  |  |
| k) play language games                                     |     |        |     |        |     |        |     |        |               |  |        |     |        |     |        |     |        |  |  |
| l) integrate the four skills                               |     |        |     |        |     |        |     |        |               |  |        |     |        |     |        |     |        |  |  |
| n) free conversation                                       |     |        |     |        |     |        |     |        |               |  |        |     |        |     |        |     |        |  |  |
| ITEM   | T1  |        | T2  |        | T3  |        | T4  |        | ITEM          | T1   |        | T2  |        | T3  |        | T4  |        |  |  |
|  | VNB | NB NNB | VNB | NB NNB | VNB | NB NNB | VNB | NB NNB |               | VNB  | NB NNB | VNB | NB NNB | VNB | NB NNB | VNB | NB NNB |  |  |
| b)   | 1   |        | 1   |        | 1   |        | 1   |        | a)            | 1  |        | 1   |        | 1   |        | 1   |        |  |  |
| c)   | 1   |        | 1   |        | 1   |        | 1   |        | e)            | 1  |        | 1   |        | 1   |        | 1   |        |  |  |
| d)   | 1   |        | 1   |        | 1   |        | 1   |        | g)            | 1  |        | 1   |        | 1   |        | 1   |        |  |  |
| f)   |     | 1      |     | 1      |     | 1      |     | 1      | h)            |  | 1      |     | 1      |     | 1      |     | 1      |  |  |
| i)   | 1   |        | 1   |        | 1   |        | 1   |        | m)            | 1  |        | 1   |        | 1   |        | 1   |        |  |  |
| j)   | 1   |        | 1   |        | 1   |        | 1   |        |               |  |        |     |        |     |        |     |        |  |  |
| k)   | 1   |        | 1   |        | 1   |        | 1   |        |               |  |        |     |        |     |        |     |        |  |  |
| l)   | 1   |        | 1   |        | 1   |        | 1   |        |               |  |        |     |        |     |        |     |        |  |  |
| n)   |     | 1      |     | 1      |     | 1      |     | 1      |               |  |        |     |        |     |        |     |        |  |  |
| Total items  | 7   | 2      | 9   |        | 5   | 4      | 6   | 3      | Total items 5 | 1  | 4      | 1   | 1      | 3   | 3      |     | 4      |  |  |
| %  | 78  | 22     | 100 |        | 56  | 44     | 67  | 33     | %             | 20   | 80     | 20  | 20     | 60  | 40     | 80  | 20     |  |  |

### Key

VNB - Very Important  
NB - Important  
NNB - Not important

# APPENDIX 5C

## QUESTION 72 - IDEAL TEACHER

| HIGH COMMUNICATIVE ORIENTATION (PROCESS-ORIENTED) |   |    |     |     |    |  |     |    |               |     |     |    |     |     |    |     |  |
|---|---|----|-----|-----|----|--|-----|----|---------------|-----|-----|----|-----|-----|----|-----|--|
| LOW COMMUNICATIVE ORIENTATION (PRODUCT-ORIENTED)  |   |    |     |     |    |  |     |    |               |     |     |    |     |     |    |     |  |
| b)  | speaks very little  |    |     |     | a) | lots of written practice for exams                               |     |    |               |     |     |    |     |     |    |     |  |
| c)  | uses pair/group work  |    |     |     | e) | teacher always explains grammar/vocabulary before giving example |     |    |               |     |     |    |     |     |    |     |  |
| d)  | allows pupils to choose work they want to do                            |    |     |     | g) | always insists on 'correct' answers                              |     |    |               |     |     |    |     |     |    |     |  |
| f)  | does not adhere strictly to syllabus/textbook                           |    |     |     |    |  |     |    |               |     |     |    |     |     |    |     |  |
| h)  | allows 'free' questioning from pupils even if unrelated to lesson focus |    |     |     |    |  |     |    |               |     |     |    |     |     |    |     |  |
| i)  | encourages pupil independence in learning                               |    |     |     |    |  |     |    |               |     |     |    |     |     |    |     |  |
| j)  | learns from her pupils  |    |     |     |    |  |     |    |               |     |     |    |     |     |    |     |  |
| k)  | learns from her colleagues  |    |     |     |    |  |     |    |               |     |     |    |     |     |    |     |  |
| ITEM  | T1  |    | T2  |     | T3 |  | T4  |    | ITEM          | T1  |     | T2 |     | T3  |    | T4  |  |
|   | VNB   | NB | NNB | VNB | NB | NNB  | VNB | NB | NNB           |     | VNB | NB | NNB | VNB | NB | NNB |  |
| b)  | 1   |    |     |     |    | 1  |     | 1  | a)            |     | 1   |    | 1   |     |    | 1   |  |
| c)  | 1   |    |     | 1   |    |  |     | 1  | e)            |     | 1   |    | 1   |     |    | 1   |  |
| d)  |   | 1  |     |     |    | 1  |     |    | g)            |     |     |    | 1   |     |    | 1   |  |
| f)  | 1   |    |     | 1   |    |  |     | 1  |               |     |     |    |     |     |    |     |  |
| h)  | 1   |    |     | 1   |    | 1  |     |    |               |     |     |    |     |     |    |     |  |
| i)  | 1   |    |     | 1   |    |  |     | 1  |               |     |     |    |     |     |    |     |  |
| j)  | 1   |    |     | 1   |    | 1  |     |    |               |     |     |    |     |     |    |     |  |
| k)  | 1   |    |     | 1   |    |  |     | 1  |               |     |     |    |     |     |    |     |  |
| Total items                                       | 7   | 1  |     | 6   | 2  | 4  | 3   | 1  | Total items 3 | 3   |     | 1  | 2   | 2   | 1  | 2   |  |
| 8   |   |    |     |     |    |  |     |    |               |     |     |    |     |     |    |     |  |
| %   | 88  | 12 |     | 75  | 25 | 50   | 38  | 12 | %             | 100 |     | 33 | 67  | 67  | 33 | 67  |  |

### Key

VNB - Very Important  
NB - Important  
NNB - Not important

APPENDIX 5d

TEACHERS' INTERVIEWS AND STIMULATED RECALL

# Appendix 5d

NOVEMBER 1985

## SPEAK PROJECT

### TEACHERS' INTERVIEWS ON VIDEO RECORDINGS OF LESSONS

TEACHER 1 PROJECT

TAPE 10 - Where are the mice?

- Q1 What was the PURPOSE of this lesson?
- Q2 What was the specific FOCUS?
- Q3 Have you introduced this form to the pupils before  
when:  
how:  
If not, have the pupils learnt it at a previous level?
- Q4a How does this particular lesson follow from previous lessons?
- Q4b How do you intend to follow it up in subsequent lessons?
- Q5 What is your general pattern for teaching grammar?



How do you introduce the topic?

How do you give pupils practice in the forms?

- Q6 How do you choose examples:  
for models:  
for practice:  
(eg. from the textbook, from pupils, out  
of your own head, etc?)
- Q7 Do you think your method, teaching style  
and presentation helps pupils learn  
successfully?
- Q8 If not, could you suggest another method?

#### POINTS FROM TAPE

|     | <u>Tape No</u> | <u>Questions</u>   |
|-----|----------------|--|
| Q9  | 0000           | Why do you start with the question form "where <b>do</b> you live" as a lead-in to the structure "Where are ...?" Do you think this could cause confusion? |
| Q10 | 0100           | PR: "He live" - Why did you leave it and correct it afterwards - what was your   |

attention on at the time?

- Q11 0153 These are "pseudo" questions in that the answers are predictable. Why didn't you try asking real ones in which the information required would not be predictable?
- Q12 Do you always "review" the material first as a practice?
- Q13 0185 What do you notice about some of these pupils' answers (illogical in terms of meaning)? Could this be changed? How?
- Q14 0217 Are these new dialogues familiar to the pupils in terms of vocabulary, etc?
- Are they reading the dialogue for the first time? If so, why are you doing this? (extension, challenge, no reason)
- Q15 0288 PR: Have you finished shopping? - Was there any grading of structures in this exercise? Was there a need for this do you think?

Q16 0343 What type of questions are you asking here? Why?

Q17 0490 Are you deliberately "standing back" in this argument? Why?

Q18 0500 Did you provide the word "deduct" or did the pupils?

Were you genuinely arguing with the pupils or merely trying to keep it going?

Q19 0560 Are your pupils capable of understanding expressions like: "Let's deduct marks from them" and "We are assuming that ..."  
What implications does this hold for teaching methodology?

Q20 At the end of the lesson, what was your feeling about the pupil who wanted to do something else because he was bored with the mouse game?

Q21 If it had occurred earlier in the lesson, what would you have done?

NOVEMBER 1985

SPEAK PROJECT

TEACHERS' INTERVIEWS ON VIDEO TAPE RECORDINGS  
OF LESSONS

TEACHER 2 PROJECT

TAPE 4 - Where are the mice?

- Q1 What was the PURPOSE of this lesson?
- Q2 What was the specific FOCUS? (i.e. which particular form)
- Q3 Have you introduced this form to the pupils before? If so:  
when:  
how:  
If not, have the pupils learnt it at a previous level?
- Q4a How does this particular lesson follow on from previous lessons?
- Q4b How do you intend to follow it up in subsequent lessons?
- Q5 What is your general pattern of

presentation for grammar:

How do you introduce a topic/form?

How do you give pupils practice in that form?

How do you choose examples?

for models:

for practice:

(eg. from the textbook, other materials, your own head, etc)

Q6 Do you think that your method/teaching style helps pupils learn successfully?

Q7 Do you feel that your method/style might change at all and if so:

when:

in which ways:

Q8 If not, could you suggest another method?

#### POINTS ARISING FROM TAPE

##### Tape No    Questions

Q9    0000    In this "recall" exercise what are you focusing on

specifically?

- Q10 0054 ("on the corner") - You seem to be paying attention to a lot of structures all at once - what implications does this have for materials design (& use). Were you focusing on prepositions at this point? How would you remedy the "in the corner" versus "on the corner" problem?
- Q11 0072 What is the MAIN purpose of getting them to work in pairs at this point?  
How would you define/describe this type of communication?  
Can you comment on your "tight" control of the lesson?
- Q12 0095 Pupil says: "see over there" (cf. Look over there) T. accepted this although it was not what was in dialogue (accurate?) yet the T had been focusing on accuracy all along - why was this accepted? (original?)
- Q13 0132 Why do you get the pupils to drill in chorus?

Q14 0133 Why didn't you explain the difference between the confusing "on the shelf" and "in the bookshelf" at this point?

Q15 0181 Is this drill meant to be "communicative"? Where do you see it along the "communicative continuum"? (pseudo - genuine)

Q16 0195 Pupils go outside to ask questions about "where are" etc re: things they see. Where would you plot this drill along the continuum?  
In the same way, where would you plot the "where is the mouse" drill?

#### GENERAL

Q17 How do you feel about accuracy versus fluency work? i.e when (at which stages of a lesson) do you focus on them?

Q18 What is the main purpose of group work?

Q19 How do you normally correct pupil errors?

Q20                    When you do a drill exercise,  
                          you seem to have a set format:  
                          individual - choral - individual  
                          What is the reason for this  
                          pattern?

Q21                    How closely do you follow the  
                          materials in your teaching? Do  
                          you ever improvise? when and  
                          why?



NOVEMBER 1985

SPEAK PROJECT

TEACHERS' INTERVIEWS ON VIDEO RECORDINGS OF  
LESSONS

TEACHER 3 PROJECT

TAPE 5 - "Where are the mice?"

- Q1 What was the PURPOSE of this lesson?
- Q2 What was the specific FOCUS?
- Q3 Have you introduced this form to the pupils before?  
when:  
how:  
If not, have the pupils learnt it at a previous level?
- Q4a How does this particular lesson follow from previous lessons?
- Q4b How do you intend to follow it up in subsequent lessons?
- Q5 What is your general pattern for teaching grammar?

How do you introduce a topic?

How do you give pupils practice in the forms?

- Q6    How do you choose examples:  
       for models?  
       for practice?  
       (eg., from the textbook, from pupils, etc)
- Q7    Do you think your method, teaching style  
       and presentation helps pupils learn  
       successfully?
- Q8    If not, could you suggest another method?

#### POINTS FROM TAPE

|     | <u>Tape No</u> | <u>Questions</u>   |
|-----|----------------|--|
| Q9  | 0000           | How closely have you followed the materials? Have you brought in anything of your own?   |
| Q10 | 0015           | Why did you switch to "role-play" at this point?   |
| Q11 | 0041           | Why did you draw attention to the structure "Where is/are" at this point - in your school lessons you do not do this? Why not? |

Why do you think the pupils are confused here?

Why are you making the pupils repeat this?

Q12 0070 In which ways are the pupils' responses at this point different to their previous responses?

Q13 0133 Why are you correcting the pupils so closely at this point?

Q14 0184 What kind of questions are the pupils asking each other here?

What is the purpose of this drill?

How would you feel about allowing them to choose what they want to say and how they want to say it at this point?

Q15 0200 PR: "It is on the floor" - Why did you insist on a complete structure?  
Using the picture with mice - In which ways are pupil responses different now?

Why?

When pupils are working in pairs, do they need this tight structure?

Q16 0330 Is the purpose of this drill to get pupils to really communicate? If so, is it effective?

Are you correcting for truth value or for grammar?

Could you suggest another way of doing this?

Why did you create a competition?

Q17 0382 It seems that the pupils know language that is more sophisticated than the actual structures you are teaching. What implications might this hold for your own methodology?

Q18 0374 In which ways could pupil originality be encouraged?

Q19 0405 Why did you delay correction

here?

GENERAL

- Q20                    If a pupil gives a response that is not what you wanted but is structurally "correct" do you accept it?
- Q21                    Are the pupils interested in these activities? If not, how could you make them more interesting?

NOVEMBER 1985

SPEAK PROJECT

TEACHERS' INTERVIEWS ON VIDEO RECORDINGS OF  
LESSONS

TEACHER 3 Dhlambulo School

TAPE 3 - Present Perfect Tense

QUESTIONS

- Q1 What was the PURPOSE of this lesson?
- Q2 What was the specific FOCUS? (which particular form were you focusing on?)
- Q3 Have you introduced this form to the pupils before? If so:  
when:  
how:  
If not, have the pupils learnt it at a previous level?
- Q4a How does this particular lesson follow from previous lessons?
- Q4b How do you intend to follow it up in subsequent lessons?

- Q5    What is your **general pattern** for teaching grammar?  
       How do you introduce a topic?
- How do you give pupils practice in the forms?
- How do you choose examples:  
       for models?  
       for practice?  
       (eg. from the textbook, from pupils, your own head, other materials, etc?)
- Q6    Where did you get the idea of using visual aids from?
- Q7    Do you think that your method and teaching style and presentation helps pupils learn successfully?
- Q8    If not, could you suggest another method?

POINTS FROM THE TAPE

|    | Tape No | Questions   |
|----|---------|---|
| Q9 | 0000    | Why did you start with the pupils favourite football teams? |
|    |         | Do you often use this technique?                            |

Is it generally effective? If so, why?

Q10 0060 You often explain the meanings of words to pupils? Could there be another way of doing this?

Q11 0070 Why did you accept the pupil's answer (mechanic) as it was not quite accurate according to the context?

Q12 0080 Why did you want them to memorize the dialogue?

Why do you think it is effective?

Why are the pupils standing up?

Who created your materials? Any reason?

Do you feel the pupils are having enough opportunity to express themselves?

Were the pupils prepared for this dialogue in any way before this lesson?



Do you consider this drill real communication?  
 Why are you using this technique?

Q13 0120 What are you trying to achieve through this drill?

Q14 0136 Do you think the pupils could have chosen their own answers to the question ("What have you just done?" instead of reading them from the board?)  
 Why did you put them in pairs?

Q15 0181 Why are you getting them to act out the dialogue in front of the class? Do you always do this in your teaching? Why?

Do you think the pupils knew what they were supposed to be learning as you never once mentioned the "present perfect"?

Q16 0232 What do you feel when pupils make errors in their written work immediately after a lesson like this?

How do you correct them?

GENERAL

- Q17                    Was this lesson taken from the  
                         textbook or adapted from it?
- Q18                    This is a copy of the Standard 3  
                         syllabus. How often do you use  
                         it? If you don't, why not?

NOVEMBER 1985

SPEAK PROJECT

TEACHERS' INTERVIEWS ON VIDEO TAPE RECORDINGS  
OF LESSONS

TEACHER 4 School

TAPE 12 - The negative form

QUESTIONS ON THE TAPE

- Q1 What was the PURPOSE of this lesson?
- Q2 What was the specific FOCUS? (which particular form of the negative were you focusing on?)
- Q3 Have you introduced this form to the pupils before? If so:  
when:  
how:  
If not, have the pupils learnt it at a previous level?
- Q4a How does this particular lesson follow from previous lessons?
- Q4b How do you intend to follow it up in

subsequent lessons?

Q5 What is your **general pattern** for teaching grammar?

How do you introduce a topic:

How do you give pupils practice in the forms:

How do you choose examples:

for models:

for practice:

(eg. from the textbook, from pupils, from your own head, from other materials?)

Q6 Where did you get the idea of using flash-cards from?

Q7 Do you think that your method, teaching style and presentation helps pupils learn successfully?

Q8 If not, could you suggest another method?

#### POINTS ARISING FROM THE TAPE

|    | <u>Tape No</u> | <u>Questions</u>   |
|----|----------------|--|
| Q9 | 0046           | Do you think that explaining the structure at the beginning of |

the lesson helps? Why?

Q10            You ignored a pupil's response -  
why?

Q11    0102    Pupil Response (PR) "you not  
bought some potatoes" - Do you  
think you could have corrected  
that another way?

Q12    0111    You have brought in TWO forms  
(interrogative and negative) to  
try and elicit the auxiliary  
"did". Do you think this might  
confuse pupils? If so, why?  
Do you think it is helpful to  
keep different structures (was  
and did) separate. How closely  
were you following the textbook  
here?

Q13    0175    "What you must bear in mind ..."  
is there any difference between  
this type of structure (which  
you were using as normal part of  
classroom discourse) and the  
kind of structure you are  
focusing on in the lesson?

#### GENERAL

- Q14 Had you thought of sequencing and grading the various structures you used in the lesson or were you following the textbook presentation?
- Q15 Are you satisfied when the pupils are silent most of the time? Are they really learning like this?
- Q16 Were you satisfied with the pupils' written responses at the end of the lesson?  
If not how could you go about finding the cause of these errors?  
(Board presentation: "We saw the donkey" etc - isolated sentences)  
Pupils' written answers included:  
- We saw not the donkey  
- We saw did not the donkey  
- We did not saw the donkey  
(teacher marked this correct))
- Q17 Here is the syllabus for Standard 3. Do you use it a lot for planning your lessons?

TAPE INTERVIEWS - SPEAK PROJECT - NOVEMBER 1985

Q18 EXAMPLE

You are teaching the use of **prepositions** using a picture, eg. it is inside the cupboard, on the floor, near the door, etc.

Step 1 - You have presented and modelled the structure

Step 2 - You have now devised a game in which pupils have to tell you how many objects are in the picture and where they are

Step 3 - Suddenly an argument breaks out among the pupils about what a particular object is in the picture. Pupils are arguing in English but are not necessarily using the structure you want.

What would you do at this point:

- a) Tell them what the object is in the picture in order to stop the argument as you feel it is distracting the pupils from the main focus of the lesson?

- b) Tell them that it is not important what the object is and that they should pay attention to the lesson as you are worried about the language errors they are making?
- c) Let them argue for a while, at the same time trying to correct as many errors as you can.
- d) Ignore all the grammatical mistakes and the fact that they are not focusing on the main point of the lesson, and let them argue their way through the problem, as long as they are using English?



APPENDIX 5e

TEACHER DIARIES

(ONLY ENTRIES FROM TEACHERS 3 & 4 APPEAR IN  
THIS APPENDIX. TEACHERS 1 & 2 DID NOT MAKE  
ENTRIES)

Appendix 5eS.P.E.A.K. PROJECT - JULY 1985RESEARCH INSTRUMENTS FOR MONITORING CLASSROOM  
PRACTICES AND ATTITUDESFRAMEWORK/GUIDELINES FOR JOURNAL ENTRIESRATIONALE

In keeping with an "ethnographic" approach to research in the classroom, data will also be collected from teachers by means of journal entries on a regular basis. Each teacher, in both the non-formal and the formal contexts, will be asked to make at least ONE ENTRY PER WEEK into their journals, which will be supplied. There are three major "entry categories" under which entries may be recorded:

1. **Teacher attitudes and feelings about:**
  - pupil learning or non-learning
  - learning environment/context  
(including frustration, feelings of constraint, feeling motivated, etc)
  - own teaching efforts  
(success/failure)
  - materials
  - parental/other support (or not)
  - the "macro-situation" itself in which

the teaching takes place (project versus school environment, tensions, attitudes towards learning the language, etc)

2. Teacher **perceptions** regarding:

- methodology they are using
- materials (relevance/interest to pupils) (easy/difficult to use)
- pupil response to certain tasks (positive/negative) (easy/difficult)
- certain **items** of the syllabus/materials, eg. topics, structures, presentation format, sequence/order of presentation, etc (easy/difficult)

3. Teacher **perceptions** regarding **pupil response and attitudes**

- regarding the materials used (content, tasks, structures, etc)
- regarding the methodology used by the teachers (i.e. the way the material is presented)
- regarding the teacher-pupil relationship

Lesson on Listening ComprehensionSERVING FOOD

- 1 Children seem to enjoy having their meals in table. I noticed this when I asked them if they usually have their meals around table with their parents some said no and some said yes but the majority does not have their meals in table they sit down on mats and have their dishes on their laps When I discovered this I decided to teach them language used whilst having meals eg Pass me the salt please. Have manners. etc The idea of giving them food gives them strength as they are tired from school.

PLAYING GAMES

- 1 I like the idea of playing games it is 10 minutes before the actual begins. It makes children to be free first children used to be shy and stiff
- 5 now even the shy ones are loosening up. They do partake in the game. Games

enable them to speak freely and they build confidence to the children.  
 Example. We did a game on Greetings  
 10 where the music is played and children scatter all over the place in the rhythm of the music and they meet more than four friends. They must ask their friends questions eg. What's your name? Where do you live? What are your hobbies? How old are you? The game was done excellently and as we were playing I met a friend by the name she was asking me many questions eg. Do you like children? Do you like teaching? She kept on changing her intonation as she was asking questions.

### PREVIEWING THE LESSON

1 Pictures in the paper  
 Children worked in papers to look at the picture and tell whatever they ~~find~~ saw. This was not very difficult

### CHILDREN'S PREDICTION

- 1 Children were told that they were going to listen to a speech between Nnamasa and Thato and their mother. They were told to Predict what they were going to listen to. Here are some of things they predicted
1. Be careful my children we are late
2. You must finish your shoes.
3. Wake up! Wake up it is so late
4. Iron your dress quickly
- 10 5. Wash yourselves
6. Wash your dress
7. Wash your teeth
8. Comb your hair
9. Prepare yourselves because we are going to leave
- 15 10. Change the money for the busfare Nnamasa
11. Take your pocket money.
12. Where is the pocket money mother?
13. The pocket money is in the purse.
14. Good-bye grandmother
- 20 15. Children the bus leaves at seven o'clock.

I was very

to notice that children

have their background knowledge and experience. I did not expect such sentences from the 24 children.

### Comments about the unit 29-7-85

1. The lesson seems to be long for the time prescribed for it.

2. I could not do the construction of the model.

3. The tape was clear but in some places children could not hear some of the eg. (not yet I still have to wash) again (where are my shoes? I can't find them anywhere). It was too fast and may be the accent could also be the issue. Children could not do the

dialogue very well because we used one tape recorder with the other teacher and I had to write the dialogue on the 15 blackboard and let children practise it but it was not well done.

### Comments about the Unit on 3-8-85

1. This was done excellently. I did not have time to write the dialogue, but I used the tape for them to practise the dialogue. Oh! it went on very well although I had

5 to explain some few words or repeat them. Children practised the dialogue and at end children dramatised the dialogue. It was so interesting and one could see that children had a good time.

10 This showed me clearly that listening comprehension does not at any stage collide with written comprehension.

### Comments about the lesson 5-8-85

1 The lesson went on very well but I went as far as practising the question where? and prepositions. Children got a lot of practice on that when they were too at the nice in the picture. Children enjoyed asking questions and answering in pairs. Some children did not see where some nice was eg. A train, a

competition was made where children had to tell where all the 12 mice were. Some children went as far as 7. Children started the model. Children were given homework to colour the pictures of mice.

### Comments about the lesson → 6-8-85

- 1 Children went as far as practising WHORE in the mouse? and answering no paws. The procedure went as above.
- 4 Children did not do the model

### Comments about the lesson → 26-8-85

- 5 The lesson was successfully conducted because the objectives were reached. Children enjoyed playing the game "Is it in the bucket" They were able to practise the structures Is it in the box? No it isn't. Yes it is. Some children had difficulty in asking the following question (What's the name of your object?) They had a tendency of saying (What's your name of your object).

Tentative  
consensus  
drastic  
molest

Apr 68

1. The Nurse and a  
soccer player (COMPREHENSION  
(Active English p. 36))

- ① 1. The lesson was well understood, children took part in the lesson. Some of the words were already known by the children (eg. first aid, referee).
- ⑤ 2. Children paid attention very well, lesson was interesting to them.
- ⑩ because they like soccer and some of them even go to the stadiums (eg. Ellis park & Orlando Stadium). This means if you teach about what they know they pay more attention. That is why the method "From known to unknown" is recommended.
- ⑬
- ⑮



## 2. NEGATIVES (plain writing)

Sentences used.

- ① The boy is crying.
- The boy is not crying.
2. The girls are playing with a ball.

- ⑤ The girls are not playing with a ball.
- does not.

3. The girl plays an organ.
- The girl does not play

- ⑩ The dog caught a hare.
- The dog did not catch a hare.

Comments

1. The lesson was not successful esp. when dealing with "does not" children had a tendency of putting "is" instead of "are".

in a verb eg. does not works they kept on doing the same mistake.

② It was still the same.

when coming to "did. not"

kept on & did not verb to change the words

②5 in past to present tense

eg. "The dog did not catch a hare." They kept on

saying "The dog did not catch it the dog have."

③ I think if I dealt with two aspects only i.e. "is not and are not" the lesson would be

feel this was too much only 1 period I think

is why they were time

1. All try not to over- the children so that can combine

APPENDIX 5f

TABLES 1-9

TABLE 1

ANALYSIS OF SCORES FOR EACH QUESTION REFLECTING HIGH  
COMMUNICATIVE ORIENTATION

(Note The questions have been grouped according to response type)

**KEY**

VNB - VERY IMPORTANT    A - Always    A - Agree    POS - POSITIVE  
 NB - IMPORTANT    O - Often    N - Neutral    NEG - NEGATIVE  
 NNB - NOT IMPORTANT    S - Sometimes    D - Disagree  
    N - Never

| QUESTION NO          | ITEMS | TEACHER 1    |    |     | TEACHER 2    |    |     | TEACHER 3     |    |     | TEACHER 4     |    |     |
|----------------------|-------|--------------|----|-----|--------------|----|-----|---------------|----|-----|---------------|----|-----|
|                      |       | POS          |    | NEG | POS          |    | NEG | POS           |    | NEG | POS           |    | NEG |
|                      |       | VNB          | NB | NNB | VNB          | NB | NNB | VNB           | NB | NNB | VNB           | NB | NNB |
| Q 66                 | 7     | 5            | 2  |     | 7            |    |     | 5             | 1  | 1   | 4             | 3  |     |
| Teaching aims        |       |              |    |     |              |    |     |               |    |     |               |    |     |
| Q 71                 | 9     | 7            | 2  |     | 9            |    |     | 5             | 4  |     | 6             | 3  |     |
| Method & Style       |       |              |    |     |              |    |     |               |    |     |               |    |     |
| Q 72                 | 8     | 7            | 1  |     | 6            | 2  |     | 4             | 3  | 1   | 2             | 4  | 2   |
| *Ideal teacher       |       |              |    |     |              |    |     |               |    |     |               |    |     |
|                      |       | 19           | 5  |     | 22           | 2  |     | 14            | 8  | 2   | 12            | 10 | 2   |
|                      |       | A/O          |    | S/N | A/O          |    | S/N | A/O           |    | S/N | A/O           |    | S/N |
| Q 68                 | 25    | 22           |    | 2   | 19           |    | 6   | 11            |    | 14  | 8             |    | 17  |
| Interaction mode     |       |              |    |     |              |    |     |               |    |     |               |    |     |
|                      |       | A            | N  | D   | A            | N  | D   | A             | N  | D   | A             | N  | D   |
| Q 67                 | 13    | 11           |    | 2   | 11           |    | 2   | 10            | 2  | 1   | 8             | 3  | 2   |
| Pupils               |       |              |    |     |              |    |     |               |    |     |               |    |     |
| Q 69                 | 3     | 1            | 1  | 1   | 3            |    |     | 2             |    | 1   | 1             | 2  |     |
| Syllabus/Materials   |       |              |    |     |              |    |     |               |    |     |               |    |     |
| Q 70                 | 5     | 4            | 1  |     | 4            |    | 1   | 4             | 1  |     | 3             |    | 2   |
| Role                 |       |              |    |     |              |    |     |               |    |     |               |    |     |
|                      |       | 16           | 2  | 3   | 18           |    | 3   | 16            | 3  | 2   | 12            | 5  | 4   |
|                      |       | POS          |    | NEG | POS          |    | NEG | POS           |    | NEG | POS           |    | NEG |
| Total No of items    | 70    | VNB=19 NNB=0 |    |     | VNB=22 NNB=0 |    |     | VNB=14 NNB= 2 |    |     | VNB=12 NNB= 2 |    |     |
|                      |       | NB= 5 S/N=2  |    |     | NB= 2 S/N=6  |    |     | NB= 8 S/N=14  |    |     | NB=10 S/N=18  |    |     |
|                      |       | A/O=23 N= 2  |    |     | A/O=19 N= 0  |    |     | A/O=11 N= 3   |    |     | A/O= 7 N= 5   |    |     |
| Totals of sub-totals |       | A= 16 D= 3   |    |     | A= 18 D= 3   |    |     | A= 16 D= 2    |    |     | A= 12 D= 4    |    |     |
|                      |       | 63 7         |    |     | 61 9         |    |     | 49 21         |    |     | 41 29         |    |     |
|                      |       | 90%          |    | 10% | 87%          |    | 13% | 70%           |    | 30% | 59%           |    | 41% |

TABLE 2

**ANALYSIS OF SCORES FOR EACH QUESTION REFLECTING LOW  
COMMUNICATIVE ORIENTATION**

(Note The questions have been grouped according to response type)

**KEY**

VNB - VERY IMPORTANT    A - Always    A - Agree    POS - POSITIVE  
 NB - IMPORTANT    O - Often    N - Neutral    NEG - NEGATIVE  
 NNB - NOT IMPORTANT    S - Sometimes    D - Disagree  
    N - Never

| QUESTION NO          | ITEMS | TEACHER 1       |    |     | TEACHER 2        |    |     | TEACHER 3       |    |     | TEACHER 4       |    |     |
|----------------------|-------|-----------------|----|-----|------------------|----|-----|-----------------|----|-----|-----------------|----|-----|
|                      |       | POS             |    | NEG | POS              |    | NEG | POS             |    | NEG | POS             |    | NEG |
|                      |       | VNB             | NB | NNB | VNB              | NB | NNB | VNB             | NB | NNB | VNB             | NB | NNB |
| Q 66                 | 5     |                 | 4  | 1   | 1                | 2  | 2   | 2               | 3  |     | 4               | 1  |     |
| Teaching aims        |       |                 |    |     |                  |    |     |                 |    |     |                 |    |     |
| Q 71                 | 5     | 1               |    | 4   | 1                | 1  | 3   | 3               |    | 2   |                 | 4  | 1   |
| Method & Style       |       |                 |    |     |                  |    |     |                 |    |     |                 |    |     |
| Q 72                 | 3     |                 |    | 3   |                  | 1  | 2   |                 | 2  | 1   | 1               | 2  |     |
| *Ideal teacher       |       |                 |    |     |                  |    |     |                 |    |     |                 |    |     |
|                      |       | 1               | 4  | 8   | 2                | 4  | 7   | 5               | 5  | 3   | 5               | 7  | 1   |
|                      |       | A/O             |    | S/N | A/O              |    | S/N | A/O             |    | S/N | A/O             |    | S/N |
| Q 68                 | 11    | 3               |    | 8   | 3                |    | 8   | 6               |    | 5   | 3               |    | 8   |
| Interaction mode     |       |                 |    |     |                  |    |     |                 |    |     |                 |    |     |
|                      |       | A               | N  | D   | A                | N  | D   | A               | N  | D   | A               | N  | D   |
| Q 67                 | 14    | 2               | 2  | 10  | 3                | 1  | 10  | 5               | 2  | 7   | 2               | 9  | 3   |
| Pupils               |       |                 |    |     |                  |    |     |                 |    |     |                 |    |     |
| Q 69                 | 4     |                 |    | 4   |                  |    | 4   | 1               | 1  | 2   | 1               |    | 3   |
| Syllabus/Materials   |       |                 |    |     |                  |    |     |                 |    |     |                 |    |     |
| Q 70                 | 12    | 1               |    | 11  | 2                |    | 10  | 5               | 1  | 6   | 4               | 4  | 4   |
| Role                 |       |                 |    |     |                  |    |     |                 |    |     |                 |    |     |
|                      |       | 3               | 2  | 25  | 5                | 1  | 24  | 10              | 4  | 15  | 7               | 13 | 10  |
|                      |       | POS             |    | NEG | POS              |    | NEG | POS             |    | NEG | POS             |    | NEG |
| Total No of items    | 54    | VNB= 1    NNB=8 |    |     | VNB= 2    NNB= 7 |    |     | VNB=5    NNB= 3 |    |     | VNB=5    NNB= 1 |    |     |
|                      |       | NB= 4    S/N=8  |    |     | NB= 4    S/N= 8  |    |     | NB=5    S/N= 5  |    |     | NB=7    S/N= 8  |    |     |
|                      |       | A/O= 3    N= 2  |    |     | A/O= 3    N= 1   |    |     | A/O=6    N= 4   |    |     | A/O=3    N= 3   |    |     |
| Totals of sub-totals |       | A= 3    D= 25   |    |     | A= 5    D= 24    |    |     | A= 10    D= 15  |    |     | A= 7    D= 10   |    |     |
|                      |       | 11              |    | 43  | 14               |    | 40  | 26              |    | 27  | 22              |    | 32  |
|                      |       | 20%             |    | 80% | 26%              |    | 74% | 50%             |    | 50% | 40%             |    | 60% |

TABLE 3

SUMMARY OF SCORES (IN PERCENTAGES ONLY) FOR BOTH HIGH AND LOW COMMUNICATIVE ORIENTATION INCLUDING, AND EXCLUDING, THE MIDDLE OPTIONS "IMPORTANT" AND "NEUTRAL"

| <u>HIGH COMMUNICATIVE ORIENTATION</u> |                 |         |    |                 |        |    |
|---------------------------------------|-----------------|---------|----|-----------------|--------|----|
| TEACHER                               | <u>POSITIVE</u> |         |    | <u>NEGATIVE</u> |        |    |
|                                       | NB INCL         | NB EXCL | %  | N INCL          | N EXCL | %  |
| 1                                     | 90              | 83      | 7  | 10              | 7      | 3  |
| 2                                     | 87              | 84      | 3  | 13              | 13     | 0  |
| 3                                     | 70              | 59      | 11 | 30              | 26     | 4  |
| 4                                     | 59              | 44      | 14 | 41              | 34     | 7  |
| <u>LOW COMMUNICATIVE ORIENTATION</u>  |                 |         |    |                 |        |    |
| 1                                     | 20              | 13      | 7  | 80              | 76     | 4  |
| 2                                     | 26              | 19      | 7  | 74              | 72     | 2  |
| 3                                     | 50              | 41      | 9  | 50              | 43     | 7  |
| 4                                     | 40              | 28      | 13 | 60              | 35     | 24 |

SUMMARY OF COMBINED PERCENTAGES FOR MIDDLE OPTIONS FOR EACH RESPONDENT

| <u>HIGH COMMUNICATIVE ORIENTATION</u> |                           |                          |       |
|---------------------------------------|---------------------------|--------------------------|-------|
| TEACHER                               | POSITIVE (% OF OPTION NB) | NEGATIVE (% OF OPTION N) | TOTAL |
| 1                                     | 7                         | 3                        | 10    |
| 2                                     | 3                         | 0                        | 3     |
| 3                                     | 11                        | 4                        | 15    |
| 4                                     | 14                        | 7                        | 21    |
| <u>LOW COMMUNICATIVE ORIENTATION</u>  |                           |                          |       |
| 1                                     | 7                         | 4                        | 11    |
| 2                                     | 7                         | 2                        | 9     |
| 3                                     | 9                         | 7                        | 16    |
| 4                                     | 13                        | 24                       | 37    |

**TABLE 5**

HIGH AND LOW COMMUNICATIVE ORIENTATION SCORES (IN PERCENTAGES ONLY)  
COMBINED FOR MIDDLE OPTIONS

| TEACHER | ALL INSTANCES OF NB | ALL INSTANCES OF NEUTRAL | TOTAL |
|---------|---------------------|--------------------------|-------|
| 1       | 14                  | 7                        | 21%   |
| 2       | 10                  | 2                        | 12%   |
| 3       | 21                  | 11                       | 31%   |
| 4       | 27                  | 31                       | 58%   |

TABLE 6

SCORES SHOWING FREQUENCY OF RESPONSE TYPES FOR EACH QUESTION AND FOR EACH RESPONDENT.  
IN ORDER TO HIGHLIGHT RELATIVE USE OF THE MIDDLE OPTIONS

| <u>KEY</u> |   |                |               |
|------------|---|----------------|---------------|
| VNB        | - | VERY IMPORTANT | A - Always    |
| NB         | - | IMPORTANT      | O - Often     |
| NNB        | - | NOT IMPORTANT  | S - Sometimes |
|            |   |                | D - Disagree  |
|            |   |                | N - Never     |

(NOTE Questions have been grouped according to response type)

| <u>QUESTION</u> | <u>HIGH COMMUNICATIVE ORIENTATION</u> |            |          |                  |            |          |                  |            |          |                  |            |          |
|-----------------|---------------------------------------|------------|----------|------------------|------------|----------|------------------|------------|----------|------------------|------------|----------|
|                 | <u>TEACHER 1</u>                      |            |          | <u>TEACHER 2</u> |            |          | <u>TEACHER 3</u> |            |          | <u>TEACHER 4</u> |            |          |
|                 | <u>POS</u>                            | <u>NEG</u> |          | <u>POS</u>       | <u>NEG</u> |          | <u>POS</u>       | <u>NEG</u> |          | <u>POS</u>       | <u>NEG</u> |          |
| 66              | VNB                                   | NB         | NNB      | VNB              | NB         | NNB      | VNB              | NB         | NNB      | VNB              | NB         | NNB      |
| %               | 71                                    | 29         |          | 100              |            |          | 71               | 14         | 14       | 57               | 43         |          |
| 71              | 78                                    | 22         |          | 100              |            |          | 56               | 44         |          | 67               | 33         |          |
| %               | 88                                    | 12         |          | 75               | 25         |          | 50               | 38         | 12       | 25               | 50         | 25       |
| 72              |                                       |            |          |                  |            |          |                  |            |          |                  |            |          |
|                 | <u>A/O</u>                            | <u>S/N</u> |          | <u>A/O</u>       | <u>S/N</u> |          | <u>A/O</u>       | <u>S/N</u> |          | <u>A/O</u>       | <u>S/N</u> |          |
| 68              | 88                                    | 8          |          | 76               | 24         |          | 44               | 56         |          | 32               |            | 68       |
|                 | <u>A</u>                              | <u>N</u>   | <u>D</u> | <u>A</u>         | <u>N</u>   | <u>D</u> | <u>A</u>         | <u>N</u>   | <u>D</u> | <u>A</u>         | <u>N</u>   | <u>D</u> |
| 67              |                                       |            |          |                  |            |          |                  |            |          |                  |            |          |
| %               | 85                                    |            | 15       | 85               |            | 15       | 77               |            | 15       | 62               |            | 23       |
| 69              | 33                                    | 33         | 33       | 100              |            |          | 66               |            | 33       | 33               |            | 66       |
| %               | 33                                    | 33         | 33       | 100              |            |          | 66               |            | 33       | 33               |            | 66       |
| 70              | 80                                    | 20         |          | 80               | 20         |          | 80               | 20         |          | 60               |            | 40       |
| %               | 80                                    | 20         |          | 80               | 20         |          | 80               | 20         |          | 60               |            | 40       |



KEY

(NOTE: Questions have been grouped according to response type)

|                 | <u>LOW COMMUNICATIVE ORIENTATION</u> |          |            |                  |          |            |                  |          |            |                  |
|-----------------|--------------------------------------|----------|------------|------------------|----------|------------|------------------|----------|------------|------------------|
| <u>QUESTION</u> | <u>TEACHER 1</u>                     |          |            | <u>TEACHER 2</u> |          |            | <u>TEACHER 3</u> |          |            | <u>TEACHER 4</u> |
|                 | <u>POS</u>                           |          | <u>NEG</u> | <u>POS</u>       |          | <u>NEG</u> | <u>POS</u>       |          | <u>NEG</u> |                  |
|                 | VNB                                  | NB       | NNB        | VNB              | NB       | NNB        | VNB              | NB       | NNB        | NNB              |
| 66 %            |                                      | 80       | 20         | 20               | 40       | 40         | 40               | 60       |            | 20               |
| 71 %            | 20                                   |          | 80         | 20               | 20       | 60         | 60               |          | 40         | 80               |
| 72 %            |                                      |          | 100        |                  | 33       | 67         |                  | 67       | 33         | 67               |
|                 | <u>A/O</u>                           |          | <u>S/N</u> | <u>A/O</u>       |          | <u>S/N</u> | <u>A/O</u>       |          | <u>S/N</u> | <u>S/N</u>       |
| 68 %            | 27                                   |          | 73         | 27               |          | 73         | 55               |          | 45         | 73               |
|                 | <u>A</u>                             | <u>N</u> | <u>D</u>   | <u>A</u>         | <u>N</u> | <u>D</u>   | <u>A</u>         | <u>N</u> | <u>D</u>   | <u>D</u>         |
| 67 %            | 14                                   | 14       | 71         | 21               | 7        | 71         | 36               | 14       | 50         | 21               |
| 69 %            |                                      |          | 100        |                  |          | 100        | 25               | 25       | 50         | 75               |
| 70 %            | 8                                    |          | 92         | 8                |          | 83         | 42               | 8        | 50         | 33               |

TABLE 8

SUMMARY OF COMBINED SCORES FOR HIGH AND LOW COMMUNICATIVE PARAMETERS

| <u>HIGH COMMUNICATIVE PARAMETER</u>  |                             |                    |    |  |                  |    |
|--|-----------------------------|--------------------|----|--|------------------|----|
| <u>POSITIVE HIGH COMMUNICATIVE ORIENTATION (PROCESS)</u>                   |                             |                    |    | <u>NEGATIVE LOW COMMUNICATIVE ORIENTATION (PRODUCT)</u>  |                  |    |
| TEACHER  | (INCL 'IMPORTANT')          | (EXCL 'IMPORTANT') | %  | (INCL 'NEUTRAL')   | (EXCL 'NEUTRAL') | %  |
| T1   | 90                          | 83                 | 7  | 80   | 76               | 4  |
| T2   | 87                          | 84                 | 3  | 74   | 72               | 2  |
| T3   | 70                          | 59                 | 11 | 50   | 43               | 7  |
| T4   | 59                          | 44                 | 14 | 60   | 35               | 24 |
| <u>COMBINED POSITIVE HIGH &amp; NEGATIVE LOW COMMUNICATIVE ORIENTATION</u> |                             |                    |    |  |                  |    |
|  | (INCL 'IMPORT')             | AVERAGE            |    | (EXCL 'IMPORT')  | AVERAGE          |    |
| T1   | 90 + 80                     | 85                 |    | 83 + 76  | 79               |    |
| T2   | 87 + 74                     | 81                 |    | 84 + 72  | 78               |    |
| T3   | 70 + 50                     | 60                 |    | 59 + 43  | 51               |    |
| T4   | 59 + 59                     | 59                 |    | 44 + 35  | 40               |    |
| <u>LOW COMMUNICATIVE PARAMETER</u>   |                             |                    |    |  |                  |    |
| <u>POSITIVE LOW COMMUNICATIVE ORIENTATION (PRODUCT)</u>                    |                             |                    |    | <u>NEGATIVE HIGH COMMUNICATIVE ORIENTATION (PROCESS)</u> |                  |    |
| TEACHER  | (INCL 'IMPORT')             | (EXCL 'IMPORT')    | %  | (INCL 'NEUTRAL')   | (EXCL 'NEUTRAL') | %  |
| T1   | 20                          | 13                 | 7  | 10   | 7                | 3  |
| T2   | 26                          | 19                 | 7  | 13   | 13               | 0  |
| T3   | 50                          | 41                 | 9  | 30   | 26               | 4  |
| T4   | 40                          | 28                 | 13 | 41   | 34               | 7  |
| <u>COMBINED POSITIVE LOW AND NEGATIVE HIGH COMMUNICATIVE ORIENTATION</u>   |                             |                    |    |  |                  |    |
|  | (INCL 'IMPORT' & 'NEUTRAL') | AVERAGE            |    | (EXCL 'IMPORT' & 'NEUTRAL')                              | AVERAGE          |    |
| T1   | 20 + 10                     | 15                 |    | 13 + 7   | 10               |    |
| T2   | 26 + 13                     | 19                 |    | 19 + 13  | 16               |    |
| T3   | 50 + 30                     | 40                 |    | 41 + 26  | 33               |    |
| T4   | 41 + 41                     | 41                 |    | 28 + 34  | 31               |    |

**TABLE 9**

SUMMARY OF GLOBAL ATTITUDE SCORES (IN PERCENTAGE) IN ORDER TO REVEAL  
RANK ORDER AMONG RESPONDENTS

| TEACHER | <u>HIGH COMMUNICATIVE ORIENTATION</u> |                          | <u>LOW COMMUNICATIVE ORIENTATION</u> |                           |
|---------|---------------------------------------|--------------------------|--------------------------------------|---------------------------|
|         | POSITIVE HIGH/<br>PROCESS             | NEGATIVE LOW/<br>PRODUCT | POSITIVE LOW/<br>PRODUCT             | NEGATIVE HIGH/<br>PROCESS |
|         | (incl NB & N)                         | (excl NB & N)            | (incl NB & N)                        | (excl NB & N)             |
| 1       | 85                                    | 79                       | 15                                   | 10                        |
| 2       | 81                                    | 78                       | 19                                   | 16                        |
| 3       | 60                                    | 51                       | 40                                   | 33                        |
| 4       | 59                                    | 40                       | 41                                   | 31                        |

APPENDIX 6a

LESSON TRANSCRIPTS 1-14

The tapes of the video recordings from which the transcriptions were made are bound into Volume Two of the copy of this thesis deposited in the Central Library of the University of London in the Senate House, Malet Street, London.

## **APPENDIX 6A: INDEX FOR TRANSCRIPTS**

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Appendix 6a

## LESSON TRANSCRIPTS

KEY TO TRANSCRIPTION CONVENTIONS

T: Teacher  
 P: Pupil  
 Ps: Pupils  
 { } overlapping utterances  
 [ ] comments and/or contextual description  
 (? ) indistinct word, speculative guess  
 [ch] chorus  
 .... hesitation/pause  
 / rising pitch (eg. /ne?)  
**bold face** emphasis in original text

TRANSCRIPT 1

TEACHER: 1  
 CONTEXT: PROJECT  
 LESSON 1 : Lead-in: How far is it?  
 TIME: 55 minutes

LESSON DESCRIPTION

This lesson is a lead-in lesson as an introduction to unit 2 of the project materials. The pupils start with a "warm-up" activity which includes some of the new language items they are to be presented with in the lesson. They then discuss and interpret a series of four pictures (see Appendix 4). The teacher moves from factual questions about WHAT they see in the picture, to inference questions about HOW or WHY the situation is as it is. The goal of the lesson is to build up a dialogue of what the people are saying to each other in the pictures. This is in preparation for a listening comprehension exercise in which the pupils have to listen to a tape recording of the dialogue. In this lesson, the preparation of the dialogue leads to a role-play.

| T: Now listen class.....we're going to walk and freeze,  
 walk and freeze, you remember? Walk and freeze, walk  
 5 and freeze... from there, you are going to meet  
 somebody that you don't know. A person that we don't  
 know is called a stranger. What do you call a person  
 that you don't know?  
 Ps & T: A **stranger**  
 T: Pretend that you don't know each other... [aside to  
 a pupil]..take off your chewing gum....out of your  
 10 mouth right..take it out' [resumes talk to rest of  
 class] ..a person that you don't know is called a  
 stranger. What do we call a person that we don't  
 know?  
 P: Is called a { **stranger** }

Ps: { **stranger** }  
 15 T: [walking to blackboard] A **stranger**..a stranger is a person that you have never met before. [writes 'stranger' on board]. ..Ok, now I want you to pretend as if you are /all strangers, right?  
 Ps: Yes.  
 T: Now as you walk and freeze, walk and freeze, you...you choose yourself a **stranger** and you're going to ask questions to this stranger right? You're going to say "Hello" or "Excuse me, hello".  
 20 "What's your name? Where do you live? "Understand?"  
 Ps: Yes.  
 T: "What time is it now? Oh, I'm late! How far is...how...how far is..em.. how...how far are you getting?" or "How far is town from here? "You understand? How many questions are you going to ask?  
 25 Ps: { Five }  
 T: { About four.} Five, is it five? Ok. The first question if you meet a stranger, you must say "Hello", /ne?  
 30 Ps: Yes.  
 T: It's rude to say to a stranger "Hey! Hey what's your name?" /ne? You must say "Excuse me" or "Hello" /ne?  
 Ps: Yes.  
 T: "What's your name?" Ok? Even if you don't ask "Where do you live?" .. but "What's your name? What's your time? I'm late. What's your time? How far is it from here to town?" Do you understand? You are going to town. You are late. Now you want...you want to know the time. You want to know how far is town from where you are...to town, right? Now you've got to ask the stranger...even if you don't ask his name, or..or.. his name, you can say "Excuse me, what's your time? How far is town from here to..to town", Ok?  
 40 Ps: Yes  
 T: "How far is town [indistinct-pupil coughing]..How far is town from here to .to..Bloemfontein" or to town or anything like that. You are trying to find..the distance, Ok. [addresses a pupil] Do you understand? How many questions are you going to ask?  
 45 P: Four questions.  
 T: Four questions, /ne? Whom are you going to ask these questions?  
 50 P: I want to say "Ex...excuse me..what's the..ex..excuse me..  
 T: Ok, let's let's do it together. Right..ask me now. Ok, I'm a stranger I'm walking [starts walking across the room with pupil following]  
 55 P: "Ex..excu..hello..excuse me..excuse me, hello! What is your time?"  
 T: Oh! It's nine o'clock now.  
 P: Is..Where..where is {? ver } of this town?  
 T: [prompts] How far..  
 60 P: How far of this town?  
 T: [repeats] How far of this town? [turns to class] What must he say?  
 Ps: [put up hands and one pupil mumbles "How far of..."]

65 T: Eh? [nominates a pupil]  
 P: How..how far is the town?  
 T: Eh? Is he right?  
 Ps: No.  
 T: Yes? [nominates another pupil]  
 P: How far is town from here to Bloemfontein?  
 70 T: [repeats] Ok. How far is town...I mean.. How  
 far...What is the distance from here to town. But  
 you want to ask "How far is town from here  
 to..Bloemfontein" or "How far is town from here to  
 Pretoria?". Pretend that you are in Pretoria..  
 or..or..you are in..Port Elizabeth, you can then..or  
 75 Kimberley or anything like that.."How far is town  
 from here to...Kimberley". Right?  
 Ps: Yes  
 T: How far...right? [addresses first pupil] What are  
 you going to say?  
 P: How...how far..of..here to Kimberley?  
 80 T: [interrupts pupil and turns to class] Is he right?  
 Ps: No  
 T: How far is town?  
 P: [repeats] How far is town..[teacher puts her hand  
 out to stop him going further] Stop just there.  
 85 T: How far is town?  
 P: How far is town?  
 T: [pointing far away] Oh, twenty kilometres from here,  
 right?  
 Ps: Yes.  
 T: You don't have to...because he's mixing, do you see?  
 90 That he's mixing things, right. Ok, let's begin  
 again [to erstwhile pupil]. [Begins walking]. I'm  
 walking. I'm a stranger.  
 P: Excuse me, hello!  
 T: Hello?  
 P: What is your time?  
 95 T: Oh, it's three o'clock now.  
 P: Uh..uh, where is...far  
 T: [interrupts] How far is town?  
 P: How far is town?  
 T: Oh, it's about twenty kilometres from here.  
 100 P: Thankyou.  
 T: Right. Do you see?  
 Ps: Yes.  
 T: Ok, who wants to do it with me? Who wants to do it  
 with me?  
 P: [puts up hand]  
 105 T: Do you want to do it with me? Right. Ok, I'm a  
 stranger I'm walking .I'm walking..  
 P: Excuse me, hello!  
 T: Hello!  
 P: What is your time?  
 110 T: Oh, it's ten o'clock now.  
 P: How far...how far is the town from here to  
 Bloemfontein?  
 T: Oh, it's about one hundred and twenty kilometres.  
 P: Thankyou.  
 T: Ok. Do you see?  
 115 Ps: Yes.



T: Now we're going to do walk, freeze, walk, freeze, walk, freeze, walk, freeze, right?

Ps: Yes

120 T: You walk and freeze, walk and freeze, walk and freeze, walk and freeze. Now when you walk, when I say freeze you freeze, right? You walk again..when I say freeze, you freeze, right?

PS: Yes

125 T: Keep walking, freezing...and then until I tell you to find yourself a stranger and start asking those questions. Now I want to see you walking and freezing...just fill this space. [pupils start walking]..walk, walk fast, fast, walk! Freeze! [pupils freeze]. Walk! Freeze! Walk! Freeze! [they practise this for about a minute]. Right! Now, now

130 you'll be walking...you walk to the beat of the music that I'm going to switch on now, /ne?

Ps: Yes

T: You don't..you walk to the beat..you must enjoy the music, right?

Ps: Yes

135 T: ..and then when I say find yourself a stranger, you find yourself a stranger..when I say Freeze! you freeze... until I tell you when to find a stranger and then start asking those questions, and you speak up so that everybody hears what you are saying, right?

140 Ps: Yes

T: Ok. [puts on music] Walk! Freeze! Walk! Freeze! Walk! Find yourself a stranger.

Ps: [All talk to each other in pairs, asking questions. Some move on and find another 'stranger'. This activity lasts for about two minutes. Teacher circulates and listens to pairs of pupils. They carry on walking until teacher says Freeze']

145 T: That's a nice picture [referring to 'frozen' pupils] Right, Ok! Take seats quickly! [pupils move to a table with chairs placed around it]. Sit here [to pupil]. Ok. I think let's move the table this way.

150 Ok. Now, what is it that you remember about Nomsa and Thabo? What do you remember about them?

Ps: [put hands up]

T: Yes

P: Because they were going to town.

155 T: They were going to town, /ne?

Ps: Yes

T: Remember that mother said "Now hurry up or we'll miss the bus", you remember?

Ps: Yes

160 T: Right! Now we are proceeding with our lesson. Ok?

Ps: Yes

T: We are proceeding with our lesson. Now I want you to look at these pictures. You look at picture one, right? All of you look at picture { one }

165 Ps: { one }

T: Right. Are you all looking at picture one?

Ps: Yes

T: Right. Now, what do you see in picture one? What do

you see in picture one?

170 [pupils put up hands - teacher nominates a pupil]  
 ..Yes?  
 P: I see mother...  
 T: Yes..  
 P: Father...  
 T: ...uh huh..  
 175 P: Nomsa and Thabo  
 T: Right! What else do you see, very good, yes?  
 [nominating another pupil]  
 P: A small car... made with a...(? thread)  
 T: Oh, with a..with a **wire**  
 P: Yes  
 180 T: Ok..a toy car, made out of wire  
 P: Yes  
 T: Right, that's very good. What else do, you see? Ja?  
 P: I see the houses  
 185 T: The houses, very good! What else, yes?  
 P: And other peoples  
 T: And other people /ne? Right. What else do you see?  
 P: I see peoples making a...line  
 T: Yes, you see people making a... queue... a straight  
 190 line, right?  
 Ps: Yes  
 T: Ja?  
 P: I see a stop-bus here.  
 T: { A stop-bus }  
 195 P: { A bus-stop }  
 T: Right. A bus-stop, right?  
 Ps: Yes  
 T: He sees a **bus-stop**, right? A **sign**.  
 P: [stands up and initiates]..bus-stop (indistinct)  
 200 T: Right, it's a bus-stop sign, right?  
 Ps: Yes  
 T: What else do you see, ja?  
 P: I see..the..the..the son read the paper  
 T: You see the..the..the..the..what? What is that?  
 205 P: A..a boy..read a paper  
 T: Oh! A boy reading a paper. That's right. Ok. Now,  
 tell me class, how many people do you see in the  
 picture? How many people do you see in the picture  
 there? How many? How many are there? [pupils put up  
 hands] Yes?  
 210 P: 12 people  
 T: 12 people?  
 Ps: Yes  
 T: Is it 12?  
 P: Yes  
 215 T: Count again! Is it 12?  
 P: Yes  
 T: I'm not talking about picture 2, I'm talking about  
 picture 1 **only**. Yes?  
 P: 13 people  
 220 T: 13 people?  
 P: { No, 12 }  
 Ps: { 12! } [pupils begin arguing all at once]  
 Ps: { 13, 13 teacher! } He can't see **this one**, this one  
 teacher

225 T: What?  
 P: This one, this one...he can't see this one  
 T: They can't see who?  
 Ps: [carry on arguing with each other - one pupil gets up and walks to the teacher with his picture]..No, teacher...  
 P: Look...[pupils all talking at once]  
 230 T: I'm talking about **people**  
 P: Yes, teacher  
 T: Yes?  
 P: [has reached the teacher with his picture] Let me show you teacher- 6,8,10,12..  
 235 T: Are there 12?  
 Ps: No..you can't see this ...[general mumbling from pupils followed by laughter] oh! 13'  
 T: Are there 13?  
 Ps: [laughing] Yes'  
 240 T: Do you think there are 13?  
 Ps: Yes  
 T: I don't think there are 13 people. [looks up and challenges pupils] I don't think there are 13' [pupils laugh]  
 P: 13'  
 245 T: How many are there?  
 Ps: There are 13  
 T: 13?  
 Ps: Yes [ there are mumbblings from pupils as some say "13" and others say "14"]  
 250 T: How many are there?  
 Ps: 13/14 **14**, 14'  
 T: Where's the 14th one?  
 Ps. [general laughter and chattering - one pupil gets up with his picture again and walks to the teacher. He points out something on the picture]  
 255 T: At the back, /ne? [There is a baby on his mother's back]  
 Ps: Teacher ....yes [more laughter]  
 T: Yes [laughs]..so there are 14 people there, do you see?  
 Ps: Yes!  
 260 T: You must observe these things and **look** at the picture...quite carefully Now that's very good that you have discovered that there are 14 people there. Now class tell me..if you look at those people there, **listen**..if you look at those people there, are they happy...or are they sad? Are they happy or sad? [nominates a pupil] Yes, my girl?  
 265 P: They are happy  
 Ps: {No, teacher}  
 T: {Are they happy?}  
 Ps: No, teacher, they are sad  
 270 T: Huh?  
 P: They are **sad**'  
 Ps: [general uproar with cries of "no" and "sad", "sad"']  
 T: They are sad?  
 Ps: No, no teacher  
 275 P: { Other people are sad, other people are happy }

Ps: {Teacher! Teacher!}  
 T: Other people are sad, other people are happy? Who are...who are those who are sad and who are those who are...yes?  
 P: They are..they are sad because there were ..no bus'  
 280 T: They are sad because there's no bus?  
 Ps: Yes  
 T: Do you agree that they are sad because there's no bus?  
 Ps: Yes!  
 T: Hum?  
 285 Ps: Yes!  
 P: { [tries to gain attention] Teacher.. teacher ..Thabo..}  
 T: {What makes you..} [aside to the pupil trying to interrupt] no, no, no, we're not looking at picture 2 we are..we are looking at picture 1 only. We'll come to picture 2. Now what makes you think that  
 290 they are sad because there's no bus? What makes you think that? Do you just look at them and say "Ja, they are sad because there's no bus"? Yes? There is no bus and that's why they are sad?  
 P: No, teacher  
 295 T: What? What makes you..  
 P: They..they are not sad  
 T: They are not sad?  
 P: {No teacher...}  
 P: {Teacher..teacher!}  
 300 P: {They are not sad}  
 Ps: [all talk together]  
 P: Other people they are still waiting a bus, other people is come now...getting in the bus .  
 T: Are they..are they..are they impatient?  
 305 P: No teacher!  
 T: Do you know the meaning of impatient?  
 Ps: Yes  
 T: You are impatient if..if..if..if..if.. I say ..if your mother says "I'm going to give you breakfast", and she's still cooking! And you say "Mummy I am hungry!" and she says "Well just be...just be a bit patient a little bit ..I'm going to give you..it'll be ready by..by..by..by 4 o'clock it will be ready..I'm still cooking..wait...wait...wait be patient!" Now tell me, do you think those people are impatient, or not?  
 310  
 315 P: {No, teacher. }  
 P: {impatient}  
 P: {impatient, impatient!}  
 T: Are they patient?  
 Ps. Yes/no  
 320 T: Huh?  
 P: No! No! Yes! They are **not** patient!  
 T: They are not patient?  
 Ps: No  
 T: What makes you say that?  
 325 P: Because..other people read the paper  
 T: [interrupting] Oh, ja..?  
 P: Other people is see... the time..

T: [interrupts]... is looking at the time..  
 P: ...and a boy play with a car and other  
 boy..Nomsa....  
 330 T: Hmm....  
 P: [quietly].. reading a book  
 T: [interrupts]{ reading a book}  
 Ps: Yes  
 T: ..and some are just looking on the side  
 335 P: ...{and ..yes.}  
 P: ..{and..someone is "bluesing"}  
 T: ..is "bluesing"? What's the meaning of "bluesing"?  
 He's thinking..  
 P: Yes..  
 340 Ps: [laughing]..Yes'  
 T: ..just thinking and he's...he's a bit bored...who is  
 that person...I can't see?  
 P: ..the last one [lots of laughter]  
 T: The last one yes  
 345 Ps: [more laughter].. the last one  
 Ps: { yes }  
 P: { someone is thinking}  
 Ps: [general laughter and chattering] yes..listen  
 teacher  
 P: ..he said...  
 350 T: Right, now let's look at the last one..is he..he  
 looks worried /ne?  
 Ps: Yes  
 T: ...and...and..and..some are looking at their watch,  
 some are reading, some are just (? stay)..so it  
 means they are impatient. Do you think that they are  
 355 impatient?  
 Ps: Yes  
 T: And they are..they..they..are they happy?  
 Ps: No  
 T: Why? Why are they impatient? Ja?  
 360 P: They say..I'm sure they are waiting. they...they are  
 here because they are wait..they ..they are.(? sure)  
 in the town ..not now..the  
 father..Nomsa..(indistinct) he leave the town..  
 Ps: [indistinct chatter from all pupils]  
 P: Oh, it's too late  
 365 P: [tries to interrupt] No..no, teacher...  
 P: [indistinct talking from various pupils] No, not..  
 Ps: [laughter]  
 T: [overrides chatter] What do you think mother is  
 saying to father? What do you think mother is saying  
 370 to..to that..to that gentleman there  
 Ps: [all put up their hands]  
 T: Ok? Do you remember? ...do you think those people  
 know one another?  
 Ps: Yes'  
 375 Ps: No  
 T: Huh?  
 Ps: {no} [pupils cry 'no' and 'yes' and argue with each  
 other]  
 Ps: {yes}  
 Ps: {no teacher}  
 380 T: They know one another? Eh?

Ps: No, no....yes...yes'  
 T: Huh? No or yes?  
 Ps: [continue saying 'yes' or 'no' at the same time]  
 T: Who knows one another?  
 385 P: Mother know ...this..this father  
 Ps: { no...no }  
 P: { mother knows father }  
 P: { ..the one child.. }  
 T: { Mother knows this.. this...this man}  
 390 P: { the one child}  
 Ps: { yes}  
 P: { this child... }  
 P: { ..the father.. }  
 P: { the mother know.. this father.. }  
 395 P: This man is..is the {father of}..of{Nomsa and Thabo}  
  
 Ps: {father of}... {Nomsa and Thabo}  
 T: ..is the husband to this woman?  
 Ps: Yes  
 T: How do you know?  
 400 Ps: {because...}  
 P: {no..no..no}  
 P: Because the..this..this father there...  
 P: No, he can't be the husband .[indistinct]...  
 T: [repeats] He can't be her husband?..  
 405 P: {..is reading a paper}  
 T: [indistinct]. yes, tell them Brian...[to a pupil]  
 P: No, he..he can't be the husband from this  
 ...mother..  
 T: [interrupts] He can't be a husband?  
 P: Yes, teacher...  
 410 T: Why?  
 P: Because..because the..the father of that..when. when  
 we were looking for that picture..  
 T: [prompts] Ja?  
 P: That..that last picture..where..where he was not  
 415 go..he was sitting like this..  
 T: [interjects] Oh, very good! Do..do you see now, eh?  
 Do you remember that very first picture? Do you  
 remember it?  
 Ps: When. when...when Nomsa's mother said...  
 asked..Nomsa if she was ready?  
 420 Ps: Yes  
 T: Was..was..was..was..Nomsa's father ready?  
 Ps: {No!}  
 Ps: {Teacher..' }  
 T: {She wasn't ready?}  
 425 P: {No, no...}  
 T: [interrupting pupil's chatter] ..so how can that one  
 be her husband?  
 P. {No.teacher'}  
 P: { Yes...}  
 430 T: Yes?  
 P: Teacher, you don't say...[indistinct] ..you  
 say...mother and Nomsa and thabo..teacher  
 P: [interrupting other pupil] eh..you say..this..this  
 father is the.. Nomsa's ....[indistinct]...his  
 mother?

- 435 P: No, no, no!  
 T: What's happening now? Yes?  
 P: Mother says to..to this one. this father.."What is the time?" Father now tell the time to this mother...  
 T: Is..um..my question is: do those people know one another?
- 440 Ps: Yes  
 T: Do they know one another?  
 Ps: Yes!  
 T: Aren't they strangers....to one another?  
 Ps: { No..they know...}
- 445 P: {all know one another} [standing up and gesturing with his hands]  
 P: { Because they live in the same town}  
 T: They live in the same town?  
 Ps: Yes
- 450 P: They all live in one town..  
 T: They all live in one town?

[The lesson carries on in much the same vein until the end with pupils and teacher engaged in lively discussion about the interpretation of the pictures. Although the teacher is controlling the interaction, pupils feel free to initiate discourse and often engage in sustained discourse. The teacher continues asking probing questions about the relationship between people, the time of the day and what people were saying to each other. Each argument lasted about 5-10 minutes with pupils freely engaging in the discussion. The teacher begins to write up the dialogue on the board with pupils deciding on the exact words. They go through each picture in this way, gradually building up the dialogue which they will eventually be exposed to on tape. Although various pupil contributions are not marked as such in the transcript (eg. pupil 1, pupil 2, etc ) it is important to note that all pupils had a turn to speak and the discourse was mostly sustained.]

## TRANSCRIPT 2

TEACHER: 1  
 CONTEXT: PROJECT  
 LESSON 6 : Where are the mice  
 TIME: 80 minutes

## LESSON DESCRIPTION

This is an accurate reproduction lesson where focus is on accuracy of linguistic form, viz. "where is/are". Pupils are also engaged in memorizing the dialogues in the units attached to each theme in the materials. This lesson started with a warm-up activity in which pupils are actively stamping their feet to a rhythm and shouting in unison: "Where do you live?". Each pupil has to disclose where he/she lives and everyone then repeats it. The aim

is to activate and motivate pupils by getting them involved in motor activity, at the same time practising various structures, i.e. live/lives (third person concord) ( see excerpt 1). Teacher and pupils engage in this game for 10 minutes before the teacher puts pupils into small groups to present it. The next major activity in the lesson is recall of the dialogue from the previous lesson in the form of a role-play. The teacher then questions pupils on specific points in the dialogue. These are mainly factual questions, which drill the form "Where is/are". The focus here is on grammatical accuracy and involves grammatical explanation and drill work. This activity lasts 10 minutes. In the following activity, the teacher hands out new dialogues, containing the structures to be practised in the original, for pupils to memorize and present in a role-play. This took about 15 minutes. This aspect involved a lot of sustained speech on the part of the pupils, although the dialogues had been devised by the teacher. The teacher picks up errors made in the presentations and explains them viz "It's in/on" in response to "Where is/are". This in preparation for the next activity which is a game of finding out how many mice there are in a picture (see Appendix 4b). Pupils are asked what they see in the picture i.e. factual questions, which then leads to the use of various prepositions, viz. in, on, under, etc (see excerpt 2). The teacher then puts the pupils in pairs and asks them to find the mice, and then present their findings to the class. This activity takes up the rest of the lesson. As each pair presents their findings, the teacher asks them questions on the content, explains grammatical structures and creates an argument about the interpretation of a line in the picture. Some pupils believe it is a carpet, and others perceive it as a table. The teacher actively encourages them to argue with each other and also helps them to resolve their argument. This final activity lasts for 40 minutes, and demonstrates discourse initiation and sustained speech on the part of the pupils even where the focus is on accuracy (see excerpt 3).

#### Excerpt 1

The excerpt which follows focuses on grammatical explanation, where the teacher is concentrating on accuracy of linguistic form and therefore manifests an explicit code reaction.

- 1 All: [stamping] Where do you live?  
 T: (to pupil 1) Where do you live?  
 P1: I live in White City  
 T: All of us  
 5 All: Where do you live / she lives in White City  
 T: Right? Where do you live? She lives in White City,  
 /ne? If it's a woman, she is "she"..if she's a girl,  
 she..we..we use  
 ..eh...eh..that..eh...eh...eh...pronoun "she" /ne?  
 And then if it's a boy, it's a "he", right?  
 10 Ps: Yes



T: Ok?  
 Ps: Yes  
 T: Don't forget that, /ne? We are learning a language at the same..at the same time we are enjoying the game, right?

15 Ps: Yes  
 T: At the same time we are learning the question word "where", /ne?  
 Ps: Yes  
 T: Right?

20 Ps: Yes  
 T: Ok. Let's start again [resumes stamping] Where do you live? All of us!  
 All: Where do you live?  
 P1: I live in White City

25 T: All of us!  
 All: Where do you live? she lives in White city  
 T: [to pupil 2] start here..  
 P2: Where do you live?  
 T: [prompt] she...

30 P2: She lives in White City...I live...in..in White City  
 T: Good..where do you live?  
 Ps: Where do you live? She lives in White city..he lives in White City..  
**[the game carries on for a few minutes and further on...]**

35 P5: Where do you live? She lives in White City, she [it is a boy - teacher ignores error at this stage] lives in White City, he lives in White City, he lives in Central, he lives in White city..  
 T: ..ja?..  
 P5: I lives in Central

40 T: I **live**, yes?  
 P5: I **live** in Central  
 T: Right, now each time you..you..you look at a person, you must tell yourself "is..is she a boy or a girl?" Is he a boy or a girl, right?

45 Ps: Yes  
 T: {Once he's a boy, it's **he**..once it's a girl, then it's..**she**}  
 Ps: {... (in unison with teacher) .....**she**}  
**[further on..]**

P6: Where do you live? She live in White City, he live in White city..  
 50 T: [interrupts] ..**lives**'.  
 P6: He lives in Central, he live in White city, he live in central ..  
 T: Ja?..  
 P6: ..I lives in Central..

55 T: [interrupts] ..I **live**..  
 P6: I **live** in Central..  
 T: I live in Central. Now, we're going to pick..pick up all these mistakes, right?  
 Ps: Yes

60 T: Now when you point at a person you say "**he lives**" in White City, right? .. but "I **live** in White City" /ne? She **lives** in White City..but..I **live** in White City....[and so the explanation carries on].

EXCERPT 2

This excerpt demonstrates the flexibility of this teacher in her attempt to create a genuine information gap and encourage initiative and creative thinking in her pupils. Although the main focus is on accuracy of form and the learning of various structures, the teacher still manages to encourage pupils to make inferences and predictions, thereby maintaining a 'balanced' approach.

- 1 P: I see the mother  
 T: You see the mother? Very good, you see the mother there /ne?  
 Ps: Yes  
 T: What's the mother doing there? What is the mother doing? Yes? [to pupil]  
 5 P: The mother open the door and get in...get in the house  
 T: The mother opens the door...she gets in the house, huh?  
 Ps: Yes  
 T: And then what is she doing? She's opened the door, she's getting in the mouse..uh..uh..in the house and  
 10 ..and then what is she doing? Yes, Brian?  
 P: She says "Hah!"  
 T: She says "Hah!" Heh? What is she saying Brian..yes, tell us?  
 P: Hah! There are 12 mice!  
 T: Hah! There are 12 mice! And what is she..what do you think she is going to do about the 12 mice? What do  
 15 you think she is going to do about the 12 mice? hmm?  
 Eh, Dominique?  
 P: The ca..the..they came with a cat..the cat will eat..eat them..  
 T: Oh!..so..mother came with a cat..  
 20 Ps: Yes  
 T: ..so that the cat eats the mice? Do you think so?  
 Ps: Yes  
 T: Why do you think that she's going to let the cat eat the mice..what did the mice do? What did they do, the mice? The mice are just playing around  
 25 /ne?..nothing.. What did they do? I see nothing wrong there!  
 Ps: {Teacher! Teacher!}  
 T: {..and the poor mother wants to kill the mice! Why?} Yes?  
 P: ..because they eat ..their food!  
 30 T: Which food did..did the mice eat there? I can't see anything there!  
 P: But they eat (? mice) ..the cheese!  
 T: Oh, they eat..eat the cheese, eh?  
 Ps: Yes!  
 35 T: ..and..and mother..maybe mother reserved the cheese for..for the visitors and the mice ate it /ne?  
 Ps: Yes.  
 T: ..now she's bringing in the cat, eh?  
 Ps: Yes!  
 40 T: Right! Ok, now you're going to write me a story...

## EXCERPT 3

In this excerpt, the pupils are having a competition to see which pair can identify the whereabouts of the mice and present their findings to the class with grammatical accuracy, i.e. with the correct prepositions, etc. They have to account for 12 mice.

- 1 T: [talking to a pair who have just presented] How many are there now?  
 Ps: 6  
 T: 6! We are running short of how many?  
 5 Ps & T: 6  
 T: Ok, the other 6? Ok. Let's have you sitting down, right? Let's have this pair completing the 6...mice which are left. Complete the 6! And if they repeat...what you've been saying, then they're going to lose marks /ne?  
 10 Ps: Yes!  
 T: Ok, so far you've got 6 points..em..2,4,5,6 /ne?...  
 Ps: Yes  
 T: ..you've got them all right...  
 [further on in the lesson]  
 P: The another one..  
 15 T: The **other** one  
 P: The other one is sit...on the..on the..on the..table..he sit down the..the..(indistinct)..he have a..a big stomach  
 T & Ps: [laughter]  
 T: Ok, the other one sits on the table /ne? Alright. Is there a mice..eh..eh. eh is there a mouse on..on the table?  
 20 P: {On the floor! On the floor!}  
 Ps: { Yes, teacher.}  
 T: {Is there a **table** there?}  
 P: {Yes, teacher}  
 25 P: {On the floor!}  
 T: Where is the table?  
 Ps: [getting up with their pictures and going to the teacher]..Here teacher!  
 P: Here's the table [pointing to his picture]  
 30 T: Where's the table?  
 P: Here!  
 T: Which one/  
 P: [pointing] **This** one! Cheese..on..on the table...and cup, and....  
 35 T: [interrupting] Oh, this..this is the table, this one?  
 Ps: Yes, teacher..  
 T: ..so..where are the mice?  
 P: Here, teacher.  
 T: How many mice are on the table now? Count! How many mice are on the table, class? Some say they are on the floor..  
 40 P: 5!  
 P: 5 mice!  
 T: Huh?  
 Ps: 5 mice! 5 mice!

45 T: 5 mice are on the..... {table}  
 Ps: .....{table}  
 T: Right!  
 P: Teacher! (indistinct) ..says this one ..lose point there  
 T: ..because...?  
 50 P: ..because he says he is on the floor..  
 T: What is on the floor?  
 P: {No, no, no!}  
 P: {You say....}  
 P: {You say lies..}  
 55 P: {Teacher!}  
 P: {Lies...you say that..}  
 P: {Teacher, teacher!}  
 T: {What...}  
 P: {Lies...no..  
 60 P: {No..!}  
 T: [laughs at their argument as they all talk at once]  
 P: {No, you are stupid!}  
 P: You lose 2 marks!  
 P: No, no..  
 65 T: [amid general uproar]...deduct the marks?  
 P: {Yes!}  
 Ps. {No, no.}  
 P: ..deduct...  
 P: .....the marks..  
 70 P: No!  
 P: {2...1 marks..1 marks...1 marks...}  
 P: {No, no **one**...one}  
 T: Is that a table or the floor?  
 Ps: {Table! Table!}  
 75 Ps: {Floor! It's the floor!}

### TRANSCRIPT 3

TEACHER: 2  
 CONTEXT: PROJECT  
 LESSON 5 : WHERE ARE THE MICE  
 TIME: 70 minutes

### LESSON DESCRIPTION

This lesson focused on accurate reproduction of linguistic structures and practice of various forms. It followed the same format as lesson 6, which was basically recall of the dialogue in the previous lesson in order to build up a frame of reference for the new material and activities; moving into grammatical explanation with isolation and practice of structures; pair work and group presentation of drill sequences (this teacher actually moved her class outside the classroom in order to practice the structures "Where is/are" and "It's on/under" and "Look over there" and, finally, presentation of new activity in which pupils discussed a picture of 12 mice in pairs before presenting their findings to the rest of the class. This was done in the

spirit of a competition.

This excerpt shows recall of the previous dialogue with the focus of this part of the lesson on memorization and accuracy of linguistic form. Teacher 2 showed far greater control over pupil responses than did teacher 1, revealing instances of choral work in drills which was totally absent in teacher 1's lessons.

- 1 T: Look at your pictures again. Who can remember the story of last week? Yes, Salamina, tell us?
- P: [stands up and recites] Nomsa, are you ready to go? Yes, Mama, I am ready.
- 5 T: {Good}
- P: [attempts to continue] {Thabo....}
- T: {Alright.} Wait, let's hear somebody else. Who can go on from there? Irene?
- P: Thabo, are you ready to go? Not yet, Mama, I have to wash.
- 10 T: Nearly right. He said I..I...umm..have to wash! Can you remember? Eunice?
- P: I'm still have to wash
- T: Nearly right ..not quite right. Not I'm still have to wash..[indicates to another pupil to carry on]
- 15 P: I still have to wash myself
- T: I still have to wash..just I still have to wash..again, Sitelo?
- P: I still have to wash
- T: All of you
- Ps: [choral] I still have to wash
- 20 T: again..
- Ps: [choral] I still have to wash
- T: Very good! Who can remember what happened after that? [indicates to a pupil]
- P: Thabo..er..Mama says "Hurry up.." ..um..er..Thabo said "Nomsa, where's the soap?".. Nomsa say...
- 25 T: [to class] Help him! Where's the soap? Where's the soap? Tumeka?
- P: It's in the bedroom.
- T: It's in the bedroom, right. But he didn't say "Where is the soap." He didn't say that. Do you remember what he said? Sandra?
- 30 P: Nomsa, where is the washing basin?
- T: He asked about the wash-basin **first**. Alright, he said "Nomsa, where's the wash-basin?" All of you..
- Ps: [choral] Nomsa, where is the wash-basin.
- 35 T: And then what did Nomsa say? Do you remember? Nomsa said...? [indicates to a pupil] Yes?
- P: It is on the table.
- T: She said not quite "It is" ..but you're nearly right..she didn't say "It is on the table." ..can you remember? Sandra?
- 40 P: It's it's on the table, look over there!
- T: Alright, listen again, that's nearly right..that's nearly good. She said "It's on the table..it's on the table.." and then she said..Felina?
- P: (? indistinct) ...over there.
- 45 T: Again, my baby..

P: Look over there.  
 T: Very good, listen..Look over there! Everyone..  
 Ps: [choral] Look over there  
 T: [modelling] It's on the table, look over there!  
 50 Ps: [choral] It's on the table, look over there!  
 T: Alright. [places book on the table] Ask me where the book is. Irene?  
 P: The book is on..  
 T: [interrupting] Ask me where the book is.  
 55 P: Where is the book?  
 T: It's on the table. Look over there! Everybody..  
 Ps: [choral] It's on the table. Look over there!  
 T: [gesturing] Look over there!  
 Ps: [copying her gesture] Look over there!

[The lesson carries on in the same vein with teacher modelling structures and encouraging pupils to practise them through drill work closely tied to context. She then puts them in pairs to practise the same structures so that, although pupils are interacting with each other in pair work, the focus is on accuracy and not fluency. The pupils do, however, have freedom of choice in what they wish to ask each other and they are constantly speaking in English. These question and answer drills last about 15 minutes after which the teacher launches into grammatical explanation of various structural points]

#### TRANSCRIPT 4

TEACHER: 2  
 CONTEXT: PROJECT  
 LESSON 2: GOING TO TOWN  
 TIME: 75 minutes

#### LESSON DESCRIPTION

This was a lead-in lesson, the first in the unit "Preparing to go to town". Pupils and teacher discuss a picture of a family in Soweto, the teacher guiding them through factual questions to more predictive, exploratory ones. The purpose is to build up a dialogue from the picture so that pupils are well-prepared to listen to the dialogue on tape. This teacher uses a lot of pair and group work where pupils have to discuss things amongst themselves first, before whole class interaction. Pupils then memorise the dialogue, learn a role-play and finally, present the role-play in groups to the rest of the class. The following excerpt shows how this teacher guides pupils through exploratory learning but focuses very closely on accuracy at the same time.

#### EXCERPT 1

1 T: Now, who can tell me anything else that you see?  
 Yes? [to pupil with his hand up]  
 Ps: I see all the...all the houses outside

- 5 T: Good! Where do you think...where do you think this house is...in what place? Where do you think this family lives? Wiseman?
- P: ...in a house
- T: They live in a house..but what place..what is the name of the place where they live?
- P: Soweto!
- 10 T: [turns to rest of class] Do you think it's Soweto?
- Ps: Yes
- T: Does it look like Soweto? [nodding]
- Ps: Yes!
- 15 T: It **is** Soweto..that's right..and [turning to a pupil] Sitelo you talked about all the houses..how many houses can you see? Yes?
- P: I see two houses
- T: Two houses, right. What else can you see in the picture outside the door? Yes, Salamina?
- 20 P: I see the car
- T: Right, good. And what else, Irene?
- P: The flowers
- T: Where..where are the flowers?
- P: Near the door
- 25 Ps: Near the door
- T: Right! And what are the flowers in? Are they in the ground? Comfort?
- P: Not in the ground
- T: ..they're not in the ground..where are they..?
- 30 P: They are in.....a dish of flowers..
- T: Are they in a dish? Nearly right! But what do we call that special thing..yes, Salamina?
- P: A flower-pot!
- T: Again..?
- 35 P: A flower-pot!
- T: Good! Louder..?
- P: A flower-pot
- T: Everybody..?
- Ps: [choral] A flower-pot
- 40 T: Sitelo?
- P: A flower-pot
- T: [drills several pupils in turn and then the whole class in chorus again]
- T: Right, now, what else do you see in the picture?
- 45 P: I see the stove
- T: A stove, right..now, is that an electric stove or a coal stove? Comfort?
- P: It's a coal-stove
- T: Good..where do we put the coal? Where's the coal? Yes?
- 50 P: On..
- T: **On**...?
- P: On the stove
- T: Is the coal **on** the stove? Irene?
- P: **Inside** the stove
- 55 T: Good..we put the coal inside the stove...alright..who can put this pencil **inside** my bag..Irene, try since you got that. Put it inside my bag.
- P: [gets up and indicates a handbag on the table among

- other bags] ..this one?
- 60 T: Yes, alright. Where's the pencil? Salamina?
- P: It's inside...in the bag
- T: It's in the bag or we could also say the pencil is...
- Ps: [choral] inside
- 65 T: ..**inside** the bag..alright, very good..so the coal's inside the stove. Now, there are many, many other things in the picture..what else can you see? Sandra?
- P: I see a bucket in the floor
- T: Is the bucket **in** the floor? Eunice?
- P: It is **on** the floor
- 70 T: Right! Put the tape-recorder on the floor for me
- P: [gets up and puts the machine on the floor]
- T: Right! [to the class] Is the tape-recorder **on** the floor or **in** the floor? Yes, Tumeka?
- P: ...**on** the floor.
- 75 T: Again?
- P: **On** the floor
- T: Good, everybody?
- Ps: **On** the floor
- T: It's on the floor ..Just say..It's on the floor..
- 80 Ps: [choral] It's on the floor
- T: It's on the floor
- Ps: It's on the floor

## EXCERPT 2

[The teacher carries on in this way for a good part of the lesson, drilling prepositions, short forms and question forms whenever they arise. An interesting exchange arises when accuracy work arises naturally out of more communicative interaction. This could be compared to the strictly form-focused accuracy work of teachers 3 and 4 in Transcripts 6 and 11 below.]

- 1 T: Now, there's something else in the picture which is on the wall. What's on the wall? Eunice?
- P: The watch is on the wall
- 5 T: Is that a watch on the wall? Sitelo?
- P: A clock
- T: What's the difference between a watch...and a clock? Who can tell us? Yes?
- P: The spelling..
- 10 T: The spelling is..very good..the spelling is different ..what else is different? Why do we call the...thing on the wall.. a **clock**..and .what do we call this? [gestures to her watch]
- P: { Watch}
- Ps: {A watch}
- 15 T: Alright..so what's the difference between this...and that? Think! Where do we wear this one? Irene? Where do we wear it. Yes?
- P: On the hand
- T: Do we call..this. the **hand**..Do we call this part our hand? Who knows what this..this **special** part is called? Yes?



20 P: Lower arm  
 T: Yes..nearly good...nearly right! Do any of you know...alright...all of you show me this part..just point to this part of your hand..It's called a **wrist**..listen..**wrist**..everybody?

25 Ps: [choral] **Wrist**  
 T: Again?  
 Ps: Wrist  
 T: Again?  
 Ps: Wrist  
 T: Right, so now we say my watch is on my...wrist. All of you say that..

30 Ps: [choral] My watch is on my wrist  
 T: Everybody?  
 Ps: [choral] My watch is on my wrist  
 T: Now..what's the difference between a watch and a clock? Comfort?

35 P: The difference is ..is the watch we put it in the wall and the..the clock...the clock we put it in the wall and the watch we put in the hand..in the wrist  
 T: Very good..that's excellent! Right, the difference is..that we put the clock. do we put it **in** the wall...

40 Ps: **On** the wall  
 T: **On** the wall..and we put our watch..  
 Ps: in our wrist..  
 T: Not **in** the wrist, not in the wrist..  
 45 P: {on the wrist}  
 Ps: {on the wrist}  
 T: Right, very good! That's excellent!

### EXCERPT 3

#### **(Further on in the lesson)**

1 T: So..what is there in the picture? Is it a clock or a watch? You should all know now! Wiseman?  
 P: A clock  
 T: Right! Now, what's the time? Sandra?

5 P: Eight o'clock  
 T: Good. Do you think it is eight o'clock in the morning or eight o'clock in the afternoon? Eunice?  
 P: In the morning  
 T: Why? Why? Yes?

10 P: There is a chicken outside  
 T: Because the chickens are outside? Yes, and what are the chickens doing? Sitelo?  
 P: Er...the chickens are eating the food  
 T: Chi...the ..they're eating what?

15 P: The chickens are eating the dried mealies  
 T: The dried mea...the dried mealies..alright, good. So it's the morning ..alright, now..let's look at what everybody is doing.

TRANSCRIPT 5

TEACHER 2  
 CONTEXT. PROJECT  
 LESSON 3: GOING SHOPPING  
 TIME: 65 minutes

LESSON DESCRIPTION

This was another lead-in lesson to the unit "Going Shopping". However, as this lesson was observed a year later, a new element had been introduced to the Project course - that of "News" or "Behind the headlines". In this activity, pupils talked to each other in pairs, and then to the whole class, about things that had happened to them during the week in the township, thus making a substantial contribution to the lesson. As the lessons were taking place during a fairly volatile sociopolitical climate, this activity was intended to provide a therapeutic element where children could feel free to express themselves in a "safe" environment. It was thus vitally important that the teacher handle this activity with extreme delicacy and sensitivity. What follows is an excerpt from this activity, showing how deftly teacher 2 plays down her own role, and helps pupils to assert theirs and to consider the implications of their actions in real life. This placed the focus more on the communicative aspect of the interaction, i.e. on truth value, rather than on accuracy.

- 1 T: Alright, tell us your news, Eunice.  
 P: Today when I come to school I met..I met the  
 5 boys...and they live in Naledi and they said to me -  
 Why..why when [indistinct]..to school when they are  
 not going to school as... as they are going...we are  
 going to school and..they said to me they know our  
 principal..the name of..the name of my principal is  
 Mrs Vilakazi and vice-principal is Mrs Sicheko and  
 they said to me I must tell Mrs Sicheko that they  
 are going to burn her!  
 10 T: Um-hum! So did you .what did you say to..did you  
 tell Mrs Sicheko?  
 P: No!  
 T: Shoo!! So what did you say to them Eunice?  
 P: I didn't say nothing! I was quiet.  
 15 T: [to rest of class] So what do you think about what  
 Eunice is telling us?  
 P: It's bad  
 T: It's bad? Why, Jeremiah?  
 P: Why didn't she..why did she..why didn't she tell her  
 20 [indistinct]..then she tell them it's true that  
 they're going to burn her, so she didn't tell her...  
 T: So what do you think she should do?  
 P: She must tell her so that...she will know that they  
 are going to burn her, so that when they come, she  
 could run away!  
 25 T: So what do the rest of you think? Nomgathla, you're  
 at the same school. What do you think Eunice must do?

- P: She must not tell her!  
 T: She must **not** tell her?  
 P: Yes!  
 T: What..do you...do you think the boys are serious..  
 30 P: Because they..they will say. **we** are talking this thing  
 T: And...?  
 P: And they will...they will (hit?) us to the whole school  
 T: I think that they will..they will not..they will...hit us..all the school at..at St Matthews  
 35 and..they are going to burn her..at school..and our classes.  
 T: Were there lots of boys?  
 P: Yes  
 T: And are they boys from the high school?  
 P: Yes  
 40 T: From which school?  
 P: Nhlelndiwe  
 T: Nhlelndiwe..and they're not going to school those boys?  
 P: Yes  
 T: So what do the rest of you think about what Eunice is saying?  
 [Further on in the lesson]  
 45 T: Alright, what other news have we got? Thankyou, Eunice, for your news. What other news have we got? Tulani, have you news for us?  
 P: Yes  
 T: Tell us my boy.  
 P: At school... yesterday at school..we played  
 50 football..with another team..the other team...is very...very difficult and that team was fight all the team....  
 T: ..it **beat** all the teams..  
 P: Yes  
 T: Aha!  
 55 P: And..and our team is lose..after the match we fight with that team..  
 T: You fought with them?  
 P: Yes  
 T: And what happened?  
 60 P: The other boys tell the principal we are fighting  
 P2: Why was you fighting? Because they won so you must hit them? That is bad because even you win, you don't want that...you don't want somebody attacking you!  
 T: What do the rest of you think?

### TRANSCRIPT 6

TEACHER: 3  
 CONTEXT: SCHOOL  
 LESSON 2: COMPARATIVES  
 TIME: 25 minutes

### LESSON DESCRIPTION

This lesson focused on the forms used in comparatives. The teacher began by discussing a picture of three balls drawn on the board in order to introduce the structures used when comparing three objects of different sizes. She then moved to an activity where she used the pupils themselves in order to compare size and physical appearance (pretty, fat, etc). The teacher wrote sentences on the board which the pupils then read in chorus.

Excerpt 1

- 1 T: What do you see in the picture? What do you see in the picture? Tam1? Speak up Tam1!
- P: I see the ball
- T: How many balls are there? Donwola?
- 5 P: There are three balls there
- T: Right! How many balls are there Lisa?
- P: There are three balls
- T: Right! are the three balls same in size? Are the three balls same in size? Mogotla?
- 10 P: No
- T: Say "No, the three balls are not the same in size"
- P: No..th..three ball...
- T: The three balls'
- P: The three balls...are not same size
- 15 T: ...are not the same in size
- P: They are not the same ..size
- T: You are supposed to say "No, the three balls are not the same in size" [gesturing to another pupil to carry on]
- P: No, the three balls are not the ..same...size
- 20 T: ...are not the same in size
- P: ..are not the same ...
- T: [interrupting] Tumeka, say so!
- P: No, the three balls are not same in size..
- T: ...are not **the** same in size
- 25 P: ..are not same..the same in size
- T: Right, now...here we have...we have Ball...A and we have Ball B and we have Ball C...Ball A, Ball B and Ball C. Right! Now, which is the biggest ball of them all? Which is the biggest..the biggest ball of them all? Er...Balubalo?
- 30 P: The..the C Ball is the biggest ball of..of ..
- T: ..of them all..
- P: ..of them all
- T: Ball C is the biggest ball of them all. Say so class'
- Ps: [chorus] {Ball C is the biggest ball of them all}
- 35 Ps: {of them all}
- T: Or Ball C is the biggest of the three. Say so class'
- Ps: [chorus] Ball C is the biggest of the three
- T: Again class'
- Ps: [chorus] Ball C is the biggest of the three
- 40 T: ...of the three
- Ps: ..of the three
- T: Right! Say so, Gibson!
- P: Ball C is the biggest...the...them all

- 45 T: ..of them all...of...of...of them all..  
P: ..of them all  
T: ..or you can say..you can also say Ball C is the  
biggest of the three  
P: Ball C is the biggest of the three  
50 T: Say so, Nomhlabalo..[aside to pupil] Sit down!  
P: Ball C is the biggest of the three  
T: Right, now...we say Ball A is big...we say Ball A is  
big..say so class'  
Ps: [chorus] Ball A is big  
T: Again!  
55 Ps: [chorus] Ball A is big  
T: Right! Now, we say Ball B is bigger than Ball  
A...Ball B is bigger than Ball A  
Ps: [chorus] Ball B is bigger than Ball A  
60 T: [aside to a pupil] ...Wiseman, look at the board and  
look at the picture...and **focus!** [to rest of class]  
Ball B is bigger than Ball A  
Ps. Ball B is bigger than Ball A. Right! Let's start  
from the beginning...we said Ball A is big. All of  
you?  
65 Ps: [chorus] Ball A is big  
T: Right, now...Ball B is bigger than Ball A..  
Ps: Ball B is bigger than Ball A  
T: Again...Ball B...?  
Ps [chorus] Ball B is bigger than Ball A  
70 T: Ball C is the biggest of the three  
Ps. [chorus] Ball C is the biggest of the three  
T: Again!  
Ps: [chorus] Ball C is the biggest of the three  
T: Right!

[The lesson continues with the teacher practising comparative forms using groups of pupils. This time she introduces "more" and "most" in relation to "beautiful" with a brief grammatical explanation. Finally, she comes to her last example which entails comparing three dresses in terms of which is prettiest. As this example requires an opinion, this part of the lesson gained far more involvement and interest on the part of the pupils even though their responses were still minimal and restricted in terms of the COLT analysis.]

#### EXCERPT 2

- 1 T: I have three dresses here...I have three dresses  
here...er...which one is the prettiest ..the  
prettiest of them all? [in a subdued voice] The most  
beautiful dress..Huh? Which one is the prettiest?  
Welcome?  
5 P: The red dress is the...the red dress is..  
T: The red dress...  
P: The red dress .is.....[mumbles, indistinct]..  
T: [impatient] Which one....is the prettiest of them  
all? Huh? Huh? Which one is the prettiest? Columbus?  
10 P: The red dress is the prettiest...  
T: ..of them all  
P: ..of them all

- T: [turns to rest of class] Do you think so?  
 Ps: {No, no!} [general discussion and uproar]  
 15 Ps: {Yes, yes!}  
 T: Right, what do you think, er...Tulani?  
 P: The green dress is the...is the prettiest of them all...the..  
 T: The...the...what?  
 P: the green dress....is..  
 20 T: [interrupts] The **green** dress...I also think so!  
 Ps: [agreeing] Yes! YES!  
 T: The green dress is the prettiest of them all. Right!

### TRANSCRIPT 7

TEACHER: 3  
 CONTEXT: SCHOOL  
 LESSON 1: PRESENT PERFECT  
 TIME: 30 MINS

### LESSON DESCRIPTION

In this lesson the teacher is introducing the present perfect structure. She puts up a dialogue (constructed around the structure) and reads it aloud with the pupils following. She then explains various vocabulary items to the class. Even though she is asking pupils to express their opinions in terms of preference for soccer teams, their responses are still restricted and minimal in terms of the COLT analysis. The teacher then makes the class stand up, divides them into two main groups [one for each character in the dialogue] and gets the pupils to read their roles from the board. She then puts up various sentences on the board which the students read aloud. The sentences use the same structures as those in the dialogue but revolve around topics which are familiar to the children. Working in pairs, the pupils engage in a question/answer drill choosing sentences from the board.

### Excerpt 2

- 1 T: Now, what I want you to do now..I want you to work in pairs, /ne?  
 Ps: Yes  
 T: Right! One of you is going to ask "What have you just done?" and your partner will answer "I have  
 5 just helped my father to repair the car" and then, again ask "What have you just done?" and you will say "I have just helped my mother to do the shopping". You will exchange, /ne?  
 Ps: Yes  
 10 T: Right! Now, OK..this side ..you are going to ask the questions..you will just ask questions and..[gesturing to the other half of the class]..and..you will answer /ne? Right! Ask your partner "What have you just done?" and then give the answer "I have just helped my mother..to do the

- 15 shopping" and then.. ask again, and after that...she asks you..and then you answer..you get it?
- Ps: Yes
- T: You ask a question "What have you just done?" and then you answer ...
- 20 Ps: [begin working in pairs, asking and answering questions from the board. This activity lasts 10 minutes with the pupils finally presenting in their pairs to the rest of the class]

### TRANSCRIPT 8

TEACHER 3  
 CONTEXT: SCHOOL  
 LESSON 3: STORYTELLING  
 TIME: 40 minutes

### LESSON DESCRIPTION

In this lesson, the teacher told the story of the Pied Piper. She began by showing pupils a picture in the book and asking them what they saw. In this way, she elicited pupil's background knowledge of objects and events, and their knowledge of English vocabulary. She then told the story to them, acting out various parts to engage the pupils' interest. She then read the story from the book, after which she asked individual pupils to come up to the front of the class and retell the story in their own words. This part of the lesson was characterised by a great deal of sustained discourse and unrestricted form on the part of the pupils. Finally, she got the whole class to act out the story physically, which the pupils greatly enjoyed. The following excerpts show the type of responses the pupils gave when asked about the picture at the beginning of the lesson, and their retelling of the story in their own words.

### EXCERPT 1

- 1 T: [walking around the class to groups of pupils and showing them a picture] Right, I will try and show all of you this picture....and you are going to tell me ...what you see in this picture...huh? [pupils talk among themselves]..Look at the picture! Right,
- 5 what do you see in the picture here? What do you see? Guyani?
- P: I see the mice...and...
- T: Do you see the mice?
- Ps: Yes!
- 10 T: Huh?
- Ps: Yes!
- T: Do you all see the mice?
- Ps: Yes
- T: Oh!
- 15 P: ..and a man...
- T: Very nice! Can you see? [to rest of class]

Ps: Yes!  
 T: What else do you see? What else do you see? Siphwe?  
 P: And...a man!  
 20 T: A man! Right..and there is ..there is something...got something...here..here he has got something in there...in the mouth. What is it? Yes? What do you call it?  
 P: [indistinct]  
 25 T: [repeats but the word remains indistinct] It is not an (? oven) Huh?  
 P: A [indistinct]  
 T: [repeats but the word remains indistinct] This is not an [indistinct]! Oh! The words of children!  
 P: It is an instrument  
 30 T: An instrument! It is an instrument...what kind of an instrument? Huh? What kind of an instrument? Er...guess...guess...guess . guess... alright, we can say it is a ...pipe...huh?  
 P: A pipe  
 35 Ps: Yes  
 T: Right, now...er...do you see the name of the book here..it says "The Pied Piper of Hamelin"....let me write it on the board for you because you can't see..the title of the book is [writing] The Pied Piper of Hamelin..The Pied Piper of Hamelin..right!  
 40 Now, this man here is blowing a pipe..and there is...what do you think. [indistinct]..coming here..[makes a blowing sound like a pipe ]..eh? What do you call it? eh? Let me tell you..I don't think you know...  
 P: [tries to interrupt and say something but teacher ignores her]  
 45 T: ...it is a ...tune ..a...{tune}  
 Ps: [chorus] {tune}  
 T: All of you say...  
 Ps: [chorus] Tune  
 T: Again!  
 50 Ps: [chorus] Tune  
 T: Again!  
 Ps: [chorus] Tune  
 T: Tune..that is ...a type of music that comes out of a pipe..look now I'm going to play two tunes..OK, let's say..this is my ...pipe [pretends to play a pipe and whistles a tune and then switches to a different tune]..now, another one. I play different tunes..are they the same tune?  
 55 Ps: [chorus] No!  
 T: Which one is the best tune?  
 60 Ps: {The last one!}  
 Ps: {The first one}  
 Ps: The first...first one!  
 T: The first one? Oh, right! Now, this man here...is playing a tune from a... {pipe}  
 65 Ps: [chorus]...{pipe}  
 T: He's playing a what?  
 Ps: [chorus] He's playing a tune from a pipe  
 T: Right! Now, I'm going to tell you a story about the Pied Piper of Hamelin..and..listen carefully /ne?



70 Ps: Yes'

[The teacher tells the story of the Pied Piper, checking on pupils' understanding of vocabulary items as she goes. She then reads the story and then asks individual pupils to retell the story. It is this aspect of the lesson that pushed up the scores for high communicative orientation in this lesson.]

# EXCERPT 2

- 1 T: Now, who can come and tell us the story? Come Millicent, quickly, tell us the story..anyone? Come Tami? Speak up, please, quickly, quickly..time...time!
- 5 P1: The town.....the name of the town....
- T: [interrupting] Speak up'
- P: There is the town...the name of the town is... [long pause]...
- T: Right, who can come and help? [turns to pupil standing up] Sit down' [gestures to another pupil]
- 10 P2: There is a town...the name of the town is Hamelin..there, there are many, many rats in the town ...the man (? helps). .and he go to the mayor and he says "mayor I..I want to help you'" The Mayor says "You want to help me? I'm...I'm very happy if you can help me" ..and the man says "I want to... to kill all of the rats here'" and the mayor says "Oh' I'm going to help...I'm going to give you the money..I'm going to give three hundred rand...the man goes around and plays the pipe..[pretends to play a tune]..and all the rats...go out..and then the piper go down into the river ...to the...to the... ..go to the river, and then, the rats they are put in the water..and then they are dead...and the pipeman goes to the mayor "Mayor, now, I'm finished my job...now I want money'" "What?! You want money' [pupils laugh] [indistinct] "Oh, Mayor, you said you are going to give money!" Haou' Go, go away Mr Piper..[indistinct] I have no money...I can't give ...[indistinct]..go away' And the pipeman think "Oh! I'm going to..(? play) my pipe again.. [pretends to play his pipe and pupils laugh again]..and all the children follow him...[pretends to play pipe again]..and then a small boy..he..he didn't want to go...he go like this [pretends to limp and pupils giggle] and then..the pipeman called them to follow...[plays the pipe] ...
- 15
- 20 Ps: Mountain!..To the mountain'
- P2: ...to the mountain...and then the mountain open....[plays pipe] ..all the children get inside..
- 25 T & Ps: [ General applause]
- 30

[The lesson carries on in this way with various pupils retelling different parts of the story. The next student falters a lot so the teacher prompts her and then interrupts at a certain point and gets another pupil to finish the story. The lesson ends with both teacher and

pupils in a role-play of the story ]

TRANSCRIPT 9

TEACHER: 3  
 CONTEXT: SCHOOL  
 LESSON 9: GEOGRAPHY  
 TIME: 25 minutes

LESSON DESCRIPTION

In this lesson, the teacher establishes the topic by drawing on pupils' background knowledge concerning natural vegetation. She then moves to a map drawn on the board and pupils identify various regions on it. They then copy the map into their exercise books. The following excerpt shows two aspects of the teaching process: firstly, it shows the slightly higher communicative orientation when pupils are allowed to contribute their own ideas, albeit in a restrictive manner and, secondly, it shows how this teacher cannot escape transmission-type teaching in the form of choral work and the insistence on grammatically complete sentences, even though the goal of the lesson is the learning of content.

- 1 T: Geography...we are doing geography! Now I want to  
 ask you a question and I want you to think /ne?  
 Ps: Yes  
 5 T: Right! When you walk around...here...or you are in  
 the veld...do you know what a veld is?  
 Ps: Yes  
 T: Right. You are in the veld, or you are in a forest,  
 what do you always see..what do you usually see? If  
 you walk in the veld or you walk..um..just around  
 10 here, even if you walk round here, what do you see?  
 In the veld! Yes, what do you see?  
 P: I see animals  
 T: Right, animals, what else, hum?  
 P: The trees  
 T: The trees! True! He...he says he sees trees..right  
 15 [walks to board and writes up words]. What else do  
 you see in the veld ..you see trees..what else do  
 you see? Oh! Children! Please think! Hum? Welcome?  
 P: I see a grass  
 T: Grass! Trees, grass [writes on board] right! Are  
 there...what else do you see? What else do you see,  
 20 Tam?  
 P: I see the flowers  
 T: Flowers! Good! [writes on board] OK.Now...er...I want  
 to ask you a question..er...these things...grass and  
 flowers...how do you think they grow up? How do you  
 think they grow up? How do they grow up? Hum? How do  
 25 they grow up? Trees in the veld, grass in the veld,  
 flowers in the veld, hmm? What makes them to grow  
 up? Mandi?

P: The..the soil make the...trees to grow..  
 T: The soil! Yes, the soil can make them to grow up.  
 30 P: What else..what else helps them to grow up? Welcome?  
 P: The water makes them to grow up  
 T: Water, very good! Water helps these things to grow  
 up. Water helps these to grow up. Where does this  
 water come from? Where does this water come from?  
 Yes, Numhlatla?  
 35 P: The water comes from the rain  
 T: Good! This water comes from the rain [walks to board  
 and writes]..this water comes from the rain. Do we  
 ...do we see people carrying watering cans to the  
 veld, watering the grass? Watering the trees,  
 watering the flowers in the veld? Do we always see  
 40 people do that?  
 Ps: [chorus] Yes!  
 T: [surprised] In the veld?  
 Ps: No!  
 T: Right! But where do people water their flowers?  
 Where? Where do they water ...flowers  
 45 and..and...and...trees? Yes, Sizwe?  
 P: At home  
 T: At home, good! But in the veld, rain helps trees to  
 grow up..rain helps grass to grow up and we say  
 that...**nature**..[writes on board] nature,  
 nature.....in Xhosa nature  
 50 "indalo".."indalo". nature helps these things to  
 grow up...helps flowers, helps grass in the  
 veld...to grow up. /ne?  
 Ps: Yes  
 T: And we have a word that we give to these things..we  
 call them [writing on board] **natural**  
**vegetation**...all of you say, class?  
 55 Ps: [chorus] Natural vegetation  
 T: Again!  
 Ps: [chorus] Natural vegetation

### TRANSCRIPT 10

TEACHER: 3  
 CONTEXT: PROJECT  
 LESSON 8: IMMEDIATE CREATIVITY: HIDING OBJECTS  
 TIME: 45 minutes

### LESSON DESCRIPTION

The aim of this lesson is to afford pupils more  
 "communicative" practice in the structures "Yes it is"  
 and "No it isn't" and "It's in/on/under". Pupils are  
 asked to hide objects individually in the classroom so  
 that pupils can ask each other where their objects are.  
 The information gap thus created is genuine to some  
 extent. This led to more sustained pupil discourse and  
 pair/small group work. However, the teacher still managed  
 to focus on accuracy of form in spite of the fact that  
 the main objective of the lesson was fluency. In the

first excerpt, the teacher gives individual pupils a written instruction to hide an object. The pupil carries out the instruction and then calls in the next pupil. The second excerpt shows the pupils asking and answering questions in pairs. The focus is on accuracy although the aim is fluency.

# EXCERPT 1

1 T: [to a pupil - the rest of the class has been sent outside] Right! I'm going to give you a...a paper, /ne? And..there is a message written on this paper. You must read the message, /ne? And after that, you must do what you are told to do here /ne? [gives

5 P1: Hide the...scissor bl..(? blade) in the..the (? toothbox)

T: Hide the what?

P1: Hide the..the blade .the blade..in the (? toothbox)

10 T: Right, do that! [pupil does it but picks up the wrong box] Is that the (? toothbox) Is that the (? toothbox) [pupil picks up correct box and hides her object] Right, now, take your..take your paper... fold it..fold your paper..and now, you go outside..don't tell other children, /ne? Just keep quiet and then call one child to come in. [ to next pupil] I am going to give you a paper, /ne?

15 P2: Yes

T: In this paper, there is a message that is written for you. You are going to read the message aloud, /ne?

P2: Yes

20 T: ...and then after that you must do...what you are told to do here. [gives pupil the message]

P: [reading] Put the suitcase on the floor

T: Do that!

P: [putting suitcase on floor] Put the suitcase on the floor

25 T: Right! Fold your paper..put it in your pocket..don't tell other children, /ne? Right! You must not forget your message, /ne? And you must not forget where the suitcase is..then go outside and keep quiet..call another child to come in..[pupil starts putting the suitcase back on the table!] Put it on the floor..no! Leave it on the floor. [pupil does so]

[The teacher continues to do this with each pupil. At times the pupils cannot understand what is written on the paper, nor do they match the objects with the words written on the paper]

30 T: Um..Derek, you read this message, /ne?

P: Yes

T: ...and do what you are told to do here [pupil takes paper and stands and stares at it] Read! Read!

P: [stammering] Rea...read the...sugar...

35 T: What!

P: Read..

T: **Hide!**  
 P: Hide the...sugar...basin ..u...  
 T: **Under!**  
 40 P: ..under the...dish  
 T: Again!  
 P: Hide the sugar...bish  
 T: Basin  
 P: ...basin..under the ..dish  
 45 T: Right! Do that! [pupil starts to walk out of the door!] Look for a sugar basin..come Derek, look for a sugar-basin here..hide it under the dish. [pupil picks up a box] No! It's not the sugar-basin! Look for a sugar-basin here.. [pupil picks up various objects until teacher finally shows him the sugar-basin] This is a sugar-basin..take it..hide it under the dish..[pupil picks up sugar-basin and places it next to the dish] **Under! Under!** The sugar-basin must be under the dish..alright, O.K. go outside and don't tell the others.

## EXCERPT 2

**[After all the pupils have had a turn to hide objects, the teacher calls them back into class and prepares them for pair work where they will ask and answer questions]**

1 T: Now, you are going to find..three friends, /ne?  
 Ps: Yes  
 T: Alright! Now here am I, I'm going now to find a friend. [speaks to pupil] Hello!  
 5 P: Hello!  
 T: How are you?  
 P: Fine thanks and how are you?  
 T: I'm fine! What's the name of your object? Now your object now is what you hid. Remember I told you to hid something, /ne?  
 P: Yes  
 10 T: I mean I told you to hide something, /ne? Right! So what's the name of your object?  
 P: The name of my ob ..object is..to take..to take a razor..  
 T: Right. The name of my object is...a razor. Say so!  
 P: The name of my object is the...a razor..  
 15 T: ..or..or you can say...if I say to you "What's the name of your object?" you can say "Razor", /ne? What's the name of your object?  
 P: Razor  
 T: What's the name of your object?  
 20 P: Razor  
 T: What's the name of your object?  
 P: Razor  
 T: Right, now! Em..em..is it in the bucket?  
 P: No  
 25 T: Say "No, it isn't"  
 P: No, it isn't  
 T: Again!  
 P: No it.. isn't  
 T: No, it isn't

30 P: No, it isn't  
 T: Is it in the.....is it under the book?  
 P: No it isn't  
 T: Is it er..under the table?  
 P: No it isn't  
 35 T: Oh! Is it er...in the pan?  
 P: No it isn't  
 T: Is it in the teapot?  
 P: Yes  
 T: ..it is!  
 40 P: Yes it is  
 T: Yes it is  
 P: Yes it is  
 T: Right, fine, O.K. sit down!  
 [The teacher gives one more example like this with another pupil and then asks two pupils to give a demonstration before starting the game with all the pupils involved]  
 T [addressing a pupil] You say "hello" to Petunia  
 45 P: Hello  
 P: Hello  
 P: {What's your name?}  
 T: {What's your name?}  
 P: I'm Petunia  
 50 T: What's the name of your object?  
 P: What's the name...what's the name of your object?  
 P: The watch  
 P: [long pause]  
 T: [prompting] Is it in the..in the paper?  
 55 P: Is it in the paper/  
 P: No it isn't  
 T: No it isn't  
 P: No it..it isn't  
 P: Is it in the cup?  
 60 P: No it isn't  
 P: Is it in the ..the cupboard?  
 P: No it isn't  
 P: Is it in the...under the book?  
 P: Yes, it is!  
 65 T: Good, that's what I want from you...alright, sit down! [addresses whole class] I want you to..I..I'm going to ask you a question..all of you.. /ne? So that you can practise this "it isn't" It is a problem this "It isn't" You must say "No, it isn't". Alright, I'm going to ask you a question and then you must all answer, /ne?  
 70 Ps: Yes  
 T: Right! Is it in the bucket?  
 Ps: [chorus] No it isn't  
 T: Is it..er..on top of the roof?  
 75 Ps: [chorus] No it isn't  
 T: Is it..on the table  
 Ps. [chorus] No it isn't  
 T: Right, I want you to say "yes" now..yes it is...yes it is, right...is it under the book?  
 80 Ps: Yes it is  
 T: Is it...in the paper bag?  
 Ps: Yes it is

T: Is it under the door?  
 Ps: Yes it is  
 85 T: Right, so I want us to practise this "it is", "it isn't". "No it isn't", "Yes it is" so I want you to say five times -no it isn't, no it isn't, no it isn't..  
 Ps: No it isn't [five times]  
 T: Right! Now five times I want you to say "Yes it is"..right, now!  
 90 Ps: Yes it is [five times]  
 T: [Gestures to individual pupils to give her "No it isn't" and goes around the class drilling them. The same occurs with "Yes it is"]  
 95 T: Right, now..I want us now to...to practice..er.. a sort of a dialogue..Hello, what's your name? All of you!  
 Ps: [chorus] Hello, what's your name?  
 100 T: Again  
 Ps: [chorus] Hello, what's your name?  
 T: Again!  
 Ps: [chorus] Hello, what's your name?  
 T: Right! What's the name of your object?  
 105 Ps: [chorus] What's your name of your object?  
 T: What's **the** name of your object?  
 Ps: [chorus] What's the/your name of your object?  
 T: Not..not what's **your** name ...what's the name of your object?  
 Ps: [chorus] /what's the name of your object?  
 T: Again!  
 Ps: What's the name of your/the object?  
 110 T: Itumeleng, alone?  
 P: What's the name of your object?  
 T: [gestures to another pupil]  
 P: What's your name...of your object  
 115 T: Not what's your name...what's the name of your object?  
 P: What's the name of your object?  
 T: What's the name of your object?  
 P: What's the name of your object?  
 T: [gestures to a different pupil]  
 P: What's your name of your object?  
 120 T: Not what's **your** name..what's the name of your object?

[ The teacher carries on this drill for another five minutes and then puts the pupils into pairs to ask and answer questions. The pupils carry on this drill until the teacher gives them sheets upon which to fill in their information, i.e. which pupils have hidden which objects. The pupils then move around the room filling in their sheets]

### TRANSCRIPT 11

TEACHER: 4  
 CONTEXT: SCHOOL  
 LESSON 5: ADJECTIVES

TIME: 25 minutes

### LESSON DESCRIPTION

The lesson begins with a grammatical explanation on adjectives given by the teacher. She then gets pupils to read aloud a list of adjectives from the board, the meaning of which she subsequently explains. Pupils then have to fill in gaps in sentences written on the board, from flash-cards which the teacher briefly holds up. Pupils read aloud the completed sentences from the board after which the teacher once again launches into a grammatical explanation of the structure by way of a summary. Pupils copy down the completed sentences into their books.

- 1 T: [Children are all standing up in a circle against the classroom wall] [Teacher writes the word "Adjectives" on the board and underlines it] **Adjectives!** Read the word.. **adjectives** ..class?
- 5 Ps: [chorus] Adjec...adjectives!  
T: [pointing to word on board] Adjectives  
Ps: [chorus] Adjectives  
T: Look at the board please .adjectives'  
Ps: [chorus] Adjectives'
- 10 T: Right, in a sentence..in a full sentence .a full sentence a complete sentence.. you can add more words, more clauses and so on to make the sentence more interesting. The sentence is complete but you can add more to make the sentence more interesting....or...to explain the noun or to
- 15 explain a verb. The sentence is complete already but you can add some words. This is an example. [writes on board and reads aloud whilst writing] The girl..laughed. The girl laughed. Read the sentence class'
- Ps: [chorus] The girl laughed
- 20 T: Again'  
Ps: [chorus] The girl laughed  
T: Now, this is a complete sentence but we can add more to make the sentence more interesting [writes on board] The **silly** girl...the silly girl laughed. Read the sentence
- 25 Ps: [chorus] The silly girl laughed  
T: Again  
Ps: [chorus] The silly girl laughed  
T: Now, we have added this word "silly". That word "silly" describes what a kind of a girl is this. This is a {silly girl}
- 30 Ps: .....{silly girl}  
T: Now this word "silly" describes a girl, /ne?  
Ps: Yes!  
T: What part of speech is a girl? Who can tell us? Girl? [general silence] Right, let me tell you' A girl is a noun. This word describes a girl. A girl is a noun, /ne?
- 35 Ps: Yes  
T: Now, we are going to learn today about



adjectives...adjectives. Read the word again'

40 Ps: [chorus] Adjectives'  
T: Now, the work or the function of the adjective...is to describe a noun...to describe a noun. Number two, to make the sentence more interesting...as we have said...first, /ne?

Ps: Yes

45 T: ...to make the sentence more interesting. Number two, to describe a noun ..as we have made it here...the silly girl.. /ne?

Ps: Yes

T: The silly girl laughed. Read the sentence again.

Ps: [chorus] The silly girl laughed

50 T: Right, the word **silly** is an adjective because it describes this noun **a girl**, /ne?

Ps: Yes

T: Now..[moving to the board]..Here are some of the words. All these words are adjectives, /ne?

Ps: Yes

55 T: That means all these words are going to describe nouns, isn't it?

Ps: Yes

T: Now, let us read the words .[pointing to a list of words on board]..Enjoyable

60 Ps: [chorus] Enjoyable  
T: Enjoyable  
Ps: [chorus] Enjoyable

**[and de suite, two repetitions for the following words. tired, sunny, tall, dirty, shady, big, heavy, warm, bright]**

65 T: Now read the words on your own...[points to each word as pupils read aloud each of the above words in chorus]...Right.All these words are called adjectives. Adjectives, /ne?

Ps: Yes

70 T: Now we have said these words adjectives .they...what is the work of the adjective? Who can tell us? Yes?

P: They..they...

T: [looking at another pupil with his hand up] Yes?

P: They describe a noun

T: They describe a noun. That means all these words are going to describe nouns, /ne?

75 Ps: Yes

T: Now, I'm going to show you...these words again. Read this word, all of you. [Holds up a flash-card]

Ps: [chorus] Bright....bright

80 T: [Holds up another card] Read this word..  
Ps: Dirty...dirty

**[This carries on until all the words have been read. The teacher then proceeds to check pupil understanding of the new vocabulary items]**

85 T: Enjoyable..what is the meaning of the word? Or a meaning..similar to this one...enjoyable' Yes?

P: Happy

T: Happy..to enjoy something. that means you are...{happy}

Ps: [chorus].....{happy}  
 T: Very good! Tired! I am tired. You know the meaning  
 of the word, /ne?  
 90 Ps: Yes  
 T: Tired. When you are tired you must what? You must  
 {rest} /ne?  
 Ps: [chorus]..... ..{rest}  
 Ps: Yes  
 95 T: Sunny...this word comes from the word "sun"..the sun  
 outside, /ne?  
 Ps: Yes  
 T: Sunny. Today it is a sunny day, /ne?  
 Ps: Yes  
 T: Right! Tall. You know the meaning of the word tall?  
 100 Ps: Yes  
 T: /ne?  
 Ps: Yes  
 T: A tall boy. What is the opposite of the word, yes?  
 Ps: [whispering amongst themselves] Small  
 105 P: The small boy  
 T: No, not yet. The boy is not tall, he is...? What is  
 the opposite of this word? The boy is not tall...he  
 is...? Yes, Amanda?  
 P: Short  
 110 T: Short, yes. You know the meaning...the opposite of  
 this word is short. Dirty. You know the meaning of  
 the word dirty, /ne?  
 Ps: Yes [pupils put up hands]  
 T: Shady. Shady. Who can tell us...who knows the  
 meaning of this word shady? Shady? [silence] Right.  
 115 This word shady comes from the word shade. I sat  
 under the shade of a tree. Shady. Big. You know the  
 meaning...Heavy.  
 Ps: Yes  
 T: You know the meaning of the word heavy?  
 Ps: Yes  
 120 T: Heavy. Warm.  
 Ps: Yes  
 T: Huh?  
 Ps: Yes  
 T: Today it is not warm.. it is...?  
 125 Ps: Hot  
 T: [silence]  
 Ps: {Hot}  
 Ps: {Cold}  
 T: Eh?  
 130 Ps: Cold!  
 T: What is the synonym of this word? Warm and hot are  
 almost the same so the opposite is "cold" [striking  
 the board with a ruler for emphasis]. Bright. Do you  
 know the meaning?  
 Ps: Yes  
 135 T: Bright. Who can tell us? The meaning of the word  
 bright. Yes?  
 P: The [indistinct]..it is bright  
 T: The....?  
 P: [repeats] The ..[indistinct] of the (?  
 moonlight)...it is bright

- 140 T: [passes over him] Who can tell us?  
P: Today the [indistinct] is bright  
T: [mumbling]...[indistinct] ..is bright? No!  
P: The car...colour...is very bright  
T: ...has very bright...what?
- 145 P: Light  
T: Hum?  
P: Bright lights  
T: Bright lights! Bright lights, /ne?  
Ps: Yes
- 150 T: Right! Now let us read these sentences [points to board] We are going to choose the correct adjectives and fit them in, /ne?  
Ps: Yes  
T: [reads aloud each sentence on board and points at the same time] Mother will wash the-----clothes. We are going to choose...we are going to choose from these words. Now, we are going to choose from these words... [walks to pile of flash cards with adjectives on them]...we are going to pick up the correct word from these words..
- 155 Ps: [start putting up their hands enthusiastically.....a chance for action at last']
- 160 T: Right, /ne? [to pupil] . come and pick the correct word here [pupil comes forward and chooses a card] Come and pick the correct word here...Mother will wash the----clothes. What kind of clothes? That means, that word will describe .[puts flash card pupil gives her into blank space in the sentence written on the board] Read the sentence all of you.
- 165 Ps: [chorus] Mother will wash the dirty clothes  
T: Again  
Ps: Mother will wash the dirty clothes
- 170 T: That word is an.. {adjective} /ne?  
Ps: .....{adjective}..  
Ps: Yes  
T: ...it is an adjective because it describes a **noun**...clothes is a noun. Number two? Number two? [points to board and reads aloud] He carried a---- bag of potatoes. Let us read the sentence...read the sentence all of you?
- 175 Ps: [chorus and reading from board] He carried a ----- bag of potatoes  
T: Now I want the word which should go in this dash
- 180 Ps: [put up hands]  
T: Yes, Ntombi, come and put the word here [pupil walks to board..others are silent .puts up flash card with heavy on it] Read the sentence [to class]
- 185 Ps: [chorus] He carried a heavy bag of potatoes  
T: Again  
Ps: [repeat]  
T: Number three...we had a very-----picnic...Stewart, come and pick the word here...read the sentence..
- 190 Ps: [chorus] We had a very enjoyable picnic  
T: Again  
Ps: [repeat]  
T: Enjoyable! Read the word again...enjoyable!  
Ps: [chorus] Enjoyable

195 T: Again  
 Ps: Enjoyable  
 T: Number four. A donkey has-----ears. Yes? [pupil walks forward to choose a card] [to rest of pupils] Move back! Class?  
 Ps: [chorus] A donkey has big ears  
 T: Again  
 200 P: [repeat]  
 T: Eh...number five....we walkeded on the----side of the street because it was cold. We walked on the----side of the street because it was cold [to pupil] Mogani, go and pick the word [pupil chooses card, etc] Read the sentence class  
 210 Ps: [chorus] We walk on the...  
 T: [interrupts] ..we walkeded..we walkeded..  
 Ps: [chorus] We walkeded on the sunny side of the street because it was cold  
 T: The car has very----lights, yes? [pupil chooses card, etc] Class?  
 215 Ps: [chorus] The car has very bright lights  
 T: Number seven...the----children soon fell asleep...Merisa? [pupil hesitates for a long time and finally chooses a card] Come and place the word...let me see? [reads aloud the card selected by pupil]..The **tall** children...the **tall** children soon fell asleep [to rest of class] Is she right?  
 220 Ps: No  
 T: Segeni, come and pick the right word [pupil selects card] Good. The tired children soon fell asleep. Class?  
 225 Ps: [chorus] The tired children soon fell asleep  
 T: Again  
 Ps: [repeat]  
 T: Good. Mr Smith is a----man .what kind of man? What kind of a man is Mr Smith? Yes, Peter, come and choose the word here. There are only three words left. Mr Smith is a-----man..what kind of a man? Class?  
 230 Ps: [chorus] Mr Smith is a tall man  
 T: Again  
 Ps: [repeat]  
 235 T: Only two words left. We slept under the----trees. We slept under the----trees. Filo? [pupil chooses card] Read the sentence  
 Ps: [chorus] We sat under the shady tree  
 T: Well, there's only one word left. We're not going to ask anybody to pick the word because it is the only one. I wear a warm jersey in winter. Class?  
 240 Ps: [chorus] I wear a warm jersey in winter  
 T: Again  
 Ps: [repeat]  
 245 T: Right let us start from number one [points to board and pupils read] Number one, all of you?  
 Ps: [reading] y other washed the dirty clothes  
 T: Number two?  
 Ps: [chorus] He carried a heavy bag of potatoes

[This goes on for all the sentences except for the

sentence "we walked on the sunny side of the street because it was cold" as the teacher made the pupils emphasise walked twice]

- 250 T: Right, you must remember that...you must not forget that...all these words are called....what? They are...all of you?
- Ps: [chorus] Adjectives
- T: [repeats] They are adjectives
- Ps: [chorus] They are adjectives
- 255 T: Right, sit down and take out your grammar books...grammar books...write your name, today's date, and fill in... [indistinct]...the word in each space. You are going to pick the correct word from...from these adjectives, /ne?
- Ps: Yes
- 260 T: You must not forget that an adjective describes a noun [to a pupil] You must only write up to number five..we are going to finish up now

[Pupils write in books for five minutes and teacher walks around the class making corrections...end of lesson]

## TRANSCRIPT 12

TEACHER: 4  
CONTEXT: SCHOOL  
LESSON 4: READING COMPREHENSION  
TIME: 35 minutes

## LESSON DESCRIPTION

The teacher prepares the class for a reading comprehension on the topic of careers by eliciting some background knowledge and experience from the pupils. Although this activity leads to a higher communicative orientation for this lesson, it only lasts three to four minutes. She then reads the text while pupils follow in their books. Checking of vocabulary follows after which the teacher once again reads the text aloud while pupils follow.

- 1 T: Right. When you have finished schooling, I think everyone wants to be something...in his career ...in his or her career...you want to be something when you have finished schooling..what would you like to be..hands up...what would you like to be...Tumeka?
- 5 P: I like to be a nurse
- T: You would like to be a nurse? Somebody else? Yes?
- P: I like to be a lawyer
- T: A lawyer, good! Somebody else?
- 10 P: I like to be a doctor
- T: A doctor? Anybody else?
- P: I like to be a social worker
- T: Social Worker, very good! Now, today our lesson

- 15 [right hands down]..today our lesson will be...on a nurse and a soccer player. .where do we get nurses? Where do we get nurses? Yes?
- P: ..[indistinct] Nurses give medicine
- T: ..give medicine...and where can we find nurses? When you go to the..when you go to...?
- 20 P: When you go to the hospital
- T: Hospitals and...and where? And where...? Yes?
- P: Clinic
- T: Clinic...and Department of Health, there are nurses, /ne?
- Ps: Yes
- 25 T: Now, where do we get...soccer players? Where do they play/ They play in the...in the stadium, /ne?
- Ps: Yes
- T: Right! Even this weekend there was a match! Even this weekend there was a match! The match was between the Bushbuck and the ... {Swallows}
- 30 Ps: [chorus]..{Swallows}
- T: And who won the match? Who won the match? Yes?
- P: Bushbuck
- T: Bushbuck won the match? Is that so?
- Ps: Yes
- 35 T: Yes..what was the score? The score was . .{3-1}
- Ps: [chorus].....{3-1}
- T: /Ne?
- Ps: Yes
- T: 4-1...3-1...when the match is on, there is somebody there who is controlling the match...who is that person...who is that person? And he has something in his mouth...brp!...brp!..who is that person? Who is that? Who is that? Yes?
- 40 P: Referee
- T: Referee, very good! That person is a.. .{referee}
- 45 Ps: [chorus].... .....{referee}

[Teacher hands out books for pupils to follow from. Before she starts reading, she discusses the picture in the book with the pupils so as to prepare them for the ensuing content, and checks on their understanding of various vocabulary items. Pupils repeat the isolated words and their explanations in chorus. Teacher then reads aloud while pupils follow in their books. She then asks the pupils to read the text silently to themselves and then picks on individual pupils to read aloud. When pupils stumble over a word, she corrects them. The teacher then discusses the text and attempts to make it relevant to the pupils by asking them who their favourite soccer stars are. This activity is conducted in similar fashion to the lead-in activity at the beginning of the lesson. The teacher then presents flash cards to the pupils which they have to read aloud. The teacher explains the various words on the cards. She then moves to answering the comprehension questions on the text, together with the pupils after which the pupils write the answers in their exercise books.]

TRANSCRIPT 13

TEACHER: 4  
 CONTEXT: SCHOOL  
 LESSON 7: SCIENCE  
 TIME: 15 minutes

LESSON DESCRIPTION

The teacher begins by eliciting background knowledge from the pupils on the topic of rats. She then puts a picture of a rat up on the board and discusses its various parts. She then discusses various reasons for disliking rats with the class.

- 1 T: In science, we learned about useful animals..we learned about..fish...a fish is useful for man...and we learned about the sheep...we said the sheep is also useful to us, /isn't it?
- 5 Ps: Yes  
 T: Right! Now, I want you to tell me about animals which are not useful to man...there are animals which we do not like ...we don't want those animals...sometimes we are afraid of them...who can tell me of an animal which we do not like? Yes, Tuli, tell us one? [Pupil hesitates for a long time]
- 10 P: [whispers] Fish  
 T: I said..a fish we like a fish...we like a sheep...we use these things, /ne?  
 Ps: Yes  
 T: We use these animals..we eat these animals../ne?
- 15 Ps: Yes  
 T: So they are..useful to us. There are also some animals which we do not want...we don't like those animals....sometimes we are afraid of them...sometimes those animals are our enemies...what are those animals? Who can tell us? We do not want those animals...we are afraid of them...who can tell us? Cornelius? [pupil hesitates so passes over him] Yes, Taba?
- 20 P: [whispers - barely audible] (? ice)  
 T: (? ice)? 'An animal' Animal! We don't like that animal...Yes?
- 25 P: Tiger  
 T: Tiger, very good! We don't like Tiger [writing on board] **Unwanted animals! Unwanted Animals!** That means we do not want these animals...unwanted animals

[The lesson carries on in much the same way with pupils offering various animals, eg. snake, lion, crocodile, zebra, giraffe, elephant. Teacher tries to steer them towards animals found in residential areas. When the teacher finally elicits "rat" from the pupils she puts up a picture of the rat's body on the board and asks pupils what they notice about it]

T: Where do we get that animal? Where do we get that

30 animal? In fact we have already said that that animal is found at home...but...whereabout at home? Whereabout at home? Yes?

P: (?...a rat we get in the sink)

T: [does not seem to accept that answer and passes over pupil] Whereabout at home? Whereabout at home? Where do we get that animal at home? That animal is also

35 at home...and in the veld. Yes, Tell us'

P: We get under the floors

T: Under the floors, very good! That animal hides itself under the floor. And where else? And where else? Under the floors and where else? [turns to a pupil who has persistently had his hand up] Happy, what do you want to say?

40 P: It's in.....

T: Heh?

P: It's in.. ..

T: [passes over him to another pupil] Yes?

45 P: A rat....

T: [interrupts as pupil hesitates] Where do we get a rat? Yes, tell us'

P: We get the rat in the hole

T: In the hole, very good! Rats make holes.

**[Puts up picture of rat on board]**

50 T: This is a picture of a rat. I have not labelled that picture. You are going to tell me, /ne?

Ps: Yes

T: You are going to tell me the parts of a rat..I have not labelled that rat. This is a picture of a rat. Do you all know a rat?

55 Ps: Yes

T: Yes..this is a picture of a rat...now, tell me the parts of a rat as you see them in that picture ...a rat has....? A rat has what? Yes?

60 P: Long tail

T: Long tail, right! Go and show us that long tail..[pupil walks up to board] Go and point at that long tail, very good! The rat has a long tail, class?

Ps: [chorus] A rat has a long tail

65 T: Now, apart from the size of the...o..o..o..of a tail...What else is there? How can you describe that tail? The tail is long but there is something which is lacking there....How ...how can you tell us...what can you tell us **more** about that tail

70 ...tell us more about the tail? How is the tail? The tail is long, and what else? How is the tail? How is the tail? Have you seen that tail in the picture? We know...we see that the tail is long, and what else about the tail? How is the tail? Yes, Coninan?

P: It is a ....two ears

T: A....?

75 P: Two ears

T: About the **tail**! I want to tell you... I want you to tell me...to tell me more about the tail! How is the tail?

**[Further on...]**

T: Now what else about the rat? The rat has a long



- 80 tail...and what else? [writes on the board and reads aloud] Long tail and what else? Yes?
- P: Four legs
- T: It has....
- P: It has ...it has a...four legs
- T: NO! We don't say "a"!
- 85 P: It has four legs
- T: Very good! "A" refers to {one thing}, /ne?
- Ps: [chorus].....{one thing}
- Ps: Yes
- T: A boy but many boys, /ne?
- 90 Ps: Yes
- T: Four legs! I want you to tell me more about the legs. Tell me more about the legs. Don't jump to something else..tell me more about the legs!
- T: It has four legs
- 95 P: It has two eyes
- T: No! Don't jump to eyes! I'm still on the legs! Yes?
- P: It has four fingers

[The teacher writes up the body parts of a rat on the board as the pupils offer them and then ends off the lesson by asking pupils for the reasons why rats are disliked]

#### TRANSCRIPT 14

TEACHER: 4  
CONTEXT: SCHOOL  
LESSON 7: NEGATIVES  
TIME: 15 minutes

#### LESSON DESCRIPTION

In this lesson, the teacher introduces the negative form to the pupils. She begins with a grammatical explanation of the form with various questions and answers to the pupils. She writes the sentences on the board and pupils read them aloud. They then copy them into their books and change them into the negative form. The following excerpts show the teacher creating confusion in the pupils as she tries to explain the concept of negation in English.

- 1 T: Negative form, class?
- Ps: [chorus] Negative form
- T: Negative form
- Ps: Negative form
- 5 T: Right, we are going to learn about...negative form. The example is : The boy is sitting down...the boy is sitting down...now, negative form is something like...like..er...**opposites**...but not exactly but they are almost the same, /ne?
- 10 Ps: Yes
- T: Because they are...you are **opposing** what you say: The boy is sitting down...the boy is not sitting down, /ne?

- Ps: Yes  
 15 T: The teacher is standing up...now, the negative form, the teacher is not standing up, /ne?  
 Ps: Yes  
 T: I said an example. The boy is sitting down...now the negative form is the boy...the boy [writing on board]...I mean {the boy }...is not  
 20 Ps: [chorus] {the boy}  
 T: ..{is not....sitting down}  
 Ps: ..{is not....sitting down}  
 T: Right! The boy is sitting down, class?  
 Ps: [chorus] The boy is sitting down  
 25 T: Again!  
 Ps: [chorus] The boy is sitting down  
 T: Right, the negative form is: the boy {is not sitting down}  
 Ps: ..... {is not sitting down}  
 [further examples are: The teacher is/is not in the  
 30 classroom, I am/am not happy today]  
 T: We have added not. Now you will notice negative form is not, /ne? If you are doing negative form you will put not. Right!  
 T: Right, Here is another sentence [writes on board] Read the sentence!  
 35 Ps: [chorus] You bought some potatoes  
 T: Again  
 Ps: You bought some potatoes  
 T: Now, who can give me the negative form of the sentence? Ok all the sentences ..they are in the...in what form?...in...in...in...which tense? In which tense? The boy is sitting down/the boy is not sitting down...the teacher is in the classroom...in which tense are these sentences? They are in.....who can tell me? Yes?  
 40 P: You not bought...  
 45 T: Uh! Uh! [a form which expresses denial in South African English]..I am asking another question now...All these sentences are in what...in which tense? Who can tell me?  
 Ps: Negative form  
 T: No! Not form! I mean tense now...in which tense? They are in the present tense, don't you see that? They are in the present tense...all these sentences but this one is an exception because it is in the...{past tense}, isn't it?  
 50 Ps: {chorus}.....{past tense}..yes!  
 T: Now I want you to give me this sentence in the negative form..you bought some potatoes..what is the negative form, who can try?  
 55 P: I not bought...  
 T: [interrupts vehemently] NO! You bought some potatoes  
 P: You not buy some potatoes  
 60 T: Pardon?  
 P: You not bought some potatoes  
 T: No! Someone else? You not bought some potatoes, wrong! Yes?  
 P: You bought not some potatoes  
 T: NO! Yes?

P: You bought not some potatoes

T: No! Yes?

P: You boughtn't some potatoes

T: Right! We must say, what question can we ask...what question can we ask when you want this answer. This is an answer. You bought some potatoes. Which question can you ask when you want that answer? Yes? [long silence] Right, which question can you ask in order to get that answer? [silence] Alright, what is the past tense of the word: do...do...do? Yes?

P: Did

T: Very good! Now, the question is: you bought some potatoes...the question is: Did you buy some potatoes? Did you buy some potatoes? The do...do becomes did...the answer is...in negative form..you did not buy...you did not buy some potatoes [writing on board]..you did not buy some potatoes... class?

Ps: [chorus] You did not buy some potatoes

T: Again

Ps: [chorus] You did not buy some potatoes

[The lesson carried on like this with grammatical explanation interspersed with some drill work as the focus. When the pupils were asked to convert three sentences into the negative at the end of the lesson, they produced the following sentences as transformations of the sentence: "We saw the donkey": We saw not the donkey/we saw did not the donkey/we did not saw the donkey]

APPENDIX 6b

THE STRUCTURE OF COLT

COLT CODING SHEETS PARTS A & B

ANALYSIS SHEETS

THE STRUCTURE OF COLT

AS INDICATED IN APPENDIX A (P.00), THE OBSERVATION INSTRUMENT IS COMPOSED OF TWO PARTS. PART A DESCRIBES CLASSROOM ACTIVITIES, THAT IS, DISTINCT TEACHING/LEARNING UNITS AS WELL AS NON-PEDAGOGICALLY MOTIVATED INTERACTION UNITS, USING THE FOLLOWING CATEGORIES:

- (A) **ACTIVITY TYPE** (E.G., DRILL, CONVERSATION, ROLE/PLAY, DICTATION, MANAGEMENT, ETC.)
- (B) **PARTICIPANT ORGANISATION** (E.G., WHOLE CLASS, GROUP WORK, INDIVIDUAL SEATWORK)
- (C) **CONTENT** (E.G., LANGUAGE FORM: GRAMMAR, SYNTAX, PHONOLOGY, ETC.; LANGUAGE FUNCTIONS; TOPICS RANGING FROM NARROW TO BROAD REFERENCE: THE CLASSROOM, THE SCHOOL, THE COMMUNITY, THE WORLD AT LARGE, ETC.)
- (D) **STUDENT MODALITY** (E.G., LISTENING, WRITING, ETC)
- (E) **MATERIALS USED** (E.G., TYPE OF MATERIALS, SUCH AS TEXTBOOK, AUDIO/VISUAL MATERIALS; MANNER OF USE, I.E., HIGHLY CONTROLLED OR FLEXIBLE USE),

PART B ANALYSES THE VERBAL INTERACTION OF THESE ACTIVITIES IN TERMS OF SEVEN COMMUNICATIVE FEATURES CONSISTING OF THE FOLLOWING DIMENSIONS:

- (A) **USE OF TARGET LANGUAGE** (IS THE TARGET LANGUAGE OR THE STUDENT'S L1 THE PREDOMINANT LANGUAGE OF COMMUNICATION?)
- (B) **DISCOURSE INITIATION** (DO STUDENTS INITIATE THE INTERACTION AND PRODUCE 'SPONTANEOUS' UNELICITED DISCOURSE OR DO THEY SPEAK ONLY WHEN THEIR TURNS ARE ALLOCATED?)
- (C) **INFORMATION GAP** (TO WHAT EXTENT IS THE INFORMATION REQUESTED AND/OR EXCHANGED UNPREDICTABLE OR NOT KNOWN IN ADVANCE?)
- (D) **SUSTAINED SPEECH** (DO STUDENT UTTERANCES CONSIST OF A MINIMAL NUMBER OF CLAUSES OR IS THEIR SPEECH SUSTAINED?)
- (E) **RELATIVE RESTRICTION OF LINGUISTIC FORM** (ARE STUDENTS EXPECTED TO PRODUCE SPECIFIC PREDETERMINED FORMS, AS IN DRILL TYPE EXERCISES, OR DO STUDENTS HAVE COMPLETE FREEDOM OF CHOICE IN THEIR RESPONSES?)
- (F) **REACTION TO MESSAGE/CODE** (IS THE EMPHASIS ON ACCURACY OF LINGUISTIC FORM OR ON CONVEYING MEANING?)
- (G) **INCORPORATION OF PRECEDING UTTERANCES** (ARE THE EXCHANGES BETWEEN INTERLOCUTORS RESTRICTED TO MINIMAL EXCHANGE PATTERNS OR IS THERE A CONTINUOUS 'NATURAL FLOW' OF INTERACTION IN TERMS OF EXPANSION AND DEVELOPMENT OF PREVIOUS UTTERANCES?)

# CODING SHEET

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## TEACHER VERBAL INTERACTION

### STUDENT VERBAL INTERACTION

**Part B/P.**

185

TEACHER.

CONTEXT

LESSON

TIME

CONVERSION

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COLT ANALYSIS SHEETS

PART A - CATEGORIES WITH LOW COMMUNICATIVE ORIENTATION

| <u>CATEGORIES</u>                                  |                                | EVENTS | CONVERSION TO<br>RATE PER HOUR |
|--|--------------------------------|--------|--------------------------------|
| <u>PARTICIPANT ORGANIZATION</u>                    |                                |        |                                |
| 1  | - T - S/C                      |        |                                |
| 2  | - Choral                       |        |                                |
| 3  | - combined - individual        |        |                                |
| <u>CONTENT</u>                                     |                                |        |                                |
| <u>Language</u>                                    |                                |        |                                |
| 4  | - form                         |        |                                |
| <u>Other topics</u>                                |                                |        |                                |
| <u>Narrow</u>                                      |                                |        |                                |
| 5  | - classroom                    |        |                                |
| 6  | - stereotype                   |        |                                |
| 7  | <u>Topic control - teacher</u> |        |                                |
| <u>STUDENT MODALITY - without information gaps</u> |                                |        |                                |
| 8  | - listening                    |        |                                |
| 9  | - speaking                     |        |                                |
| 10   | - reading                      |        |                                |
| 11   | - writing                      |        |                                |
| 12   | - other                        |        |                                |
| <u>MATERIALS</u>                                   |                                |        |                                |
| <u>Type</u>  |                                |        |                                |
| 13   | - text - minimal               |        |                                |
| 14   | - pedagogic                    |        |                                |
| <u>Use</u>   |                                |        |                                |
| 15   | - high control                 |        |                                |
| <u>T O T A L S</u>                                 |                                |        |                                |



COLT ANALYSIS SHEETS  
PART B - CATEGORIES WITH LOW COMMUNICATIVE ORIENTATION

| CATEGORIES         |                                    | EVENTS | CONVERSION<br>RATE PER HO |
|--------------------|------------------------------------|--------|---------------------------|
| <u>TEACHER</u>     |                                    |        |                           |
| 16                 | USE OF L1                          |        |                           |
|                    | INFORMATION GAP                    |        |                           |
| 17                 | - giving information - predictable |        |                           |
| 18                 | - requesting information - pseudo  |        |                           |
| 19                 | SUSTAINED SPEECH - minimal         |        |                           |
| 20                 | EXPLICIT CODE REACTION             |        |                           |
|                    | INCORPORATION OF S UTTERANCES      |        |                           |
| 21                 | - no incorporation                 |        |                           |
| 22                 | - repetition                       |        |                           |
| <u>STUDENT</u>     |                                    |        |                           |
| 23                 | CHORAL                             |        |                           |
| 24                 | USE OF L1                          |        |                           |
|                    | INFORMATION GAP                    |        |                           |
| 25                 | - giving information - predictable |        |                           |
| 26                 | - requesting information - pseudo  |        |                           |
|                    | SUSTAINED SPEECH -                 |        |                           |
| 27                 | - ultramiminal                     |        |                           |
| 28                 | - minimal                          |        |                           |
|                    | FORM RESTRICTION                   |        |                           |
| 29                 | - restricted                       |        |                           |
| 30                 | - limited                          |        |                           |
| 31                 | EXPLICIT CODE REACTION             |        |                           |
|                    | INCORPORATION OF S/T UTTERANCES    |        |                           |
| 32                 | - no incorporation                 |        |                           |
| 33                 | - repetition                       |        |                           |
| <u>T O T A L S</u> |                                    |        |                           |

COLT ANALYSIS SHEETS  
PART A - CATEGORIES WITH HIGH COMMUNICATIVE ORIENTATION

| <u>CATEGORIES</u>               |                         | EVENTS | CONVERSION TO<br>RATE PER HOUR |
|---------------------------------|-------------------------|--------|--------------------------------|
| <u>PARTICIPANT ORGANIZATION</u> |                         |        |                                |
| 34                              | S - S/C                 |        |                                |
|                                 | <u>Group</u>            |        |                                |
| 35                              | - same                  |        |                                |
| 36                              | - different             |        |                                |
|                                 | <u>Combined</u>         |        |                                |
| 37                              | - GR/IND                |        |                                |
| <u>CONTENT</u>                  |                         |        |                                |
|                                 | <u>Management</u>       |        |                                |
| 38                              | - procedure             |        |                                |
| 39                              | - discipline            |        |                                |
|                                 | <u>Language</u>         |        |                                |
| 40                              | - implicit              |        |                                |
| 41                              | - function              |        |                                |
| 42                              | - discourse             |        |                                |
| 43                              | - sociolinguistic       |        |                                |
|                                 | <u>Other topics</u>     |        |                                |
|                                 | <u>Narrow</u>           |        |                                |
| 44                              | - personal/biographical |        |                                |
| 45                              | - other                 |        |                                |
|                                 | <u>Limited</u>          |        |                                |
| 46                              | - personal              |        |                                |
| 47                              | - routine/social        |        |                                |
| 48                              | - family/community      |        |                                |
| 49                              | - school                |        |                                |
| 50                              | - other                 |        |                                |
|                                 | <u>Broad</u>            |        |                                |
| 51                              | - abstract              |        |                                |
| 52                              | - personal reference    |        |                                |
| 53                              | - imagination/world     |        |                                |
| 54                              | - world                 |        |                                |
| 55                              | - other                 |        |                                |

## EVENTS

CONVERSION  
RATE PER HC

Topic control

- ```
56 - teacher-student
57 - student
```

Student modality with information gap

- |    |   |           |
|----|---|-----------|
| 58 | - | listening |
| 59 | - | speaking  |
| 60 | - | reading   |
| 61 | - | writing   |
| 62 | - | other     |

## Materials

Type

- ```
63 - text-extended
64 - audio
65 - visual
66 - semi-pedagogic
67 - non-pedagogic
```

Use

- 68 - semi-control  
69 - no control

T O T A L S

## - COLT ANALYSIS SHEETS

PART B - CATEGORIES WITH HIGH COMMUNICATIVE ORIENTATION

| CATEGORIES     |                                      | EVENTS | CONVERSION T<br>RATE PER HOU |
|----------------|--------------------------------------|--------|------------------------------|
| <u>TEACHER</u> |                                      |        |                              |
| 70             | USE OF L2                            |        |                              |
|                | INFORMATION GAP                      |        |                              |
| 71             | - giving information - unpredictable |        |                              |
| 72             | - requesting information - genuine   |        |                              |
| 73             | SUSTAINED SPEECH - SUSTAINED         |        |                              |
|                | INCORPORATION OF S UTTERANCES        |        |                              |
| 74             | - paraphrase                         |        |                              |
| 75             | - comment                            |        |                              |
| 76             | - expansion                          |        |                              |
| 77             | - elaboration                        |        |                              |
| <u>STUDENT</u> |                                      |        |                              |
| 78             | USE OF L2                            |        |                              |
| 79             | DISCOURSE INITIATION                 |        |                              |
|                | INFORMATION GAP                      |        |                              |
| 80             | - giving information - unpredictable |        |                              |
| 81             | - requesting information - genuine   |        |                              |
| 82             | SUSTAINED SPEECH - sustained         |        |                              |
| 83             | FORM RESTRICTION - unrestricted      |        |                              |
|                | INCORPORATION OF S/T UTTERANCES      |        |                              |
| 84             | - paraphrase                         |        |                              |
| 85             | - comment                            |        |                              |
| 86             | - expansion                          |        |                              |
| 87             | - elaboration                        |        |                              |
| <u>TOTALS</u>  |                                      |        |                              |

APPENDIX 6c

SAMPLES OF LESSON CODING AND ANALYSIS

## TEACHER 1 PROJECT HOW FAR IS IT? CODING SHEET

SCHOOL Project

GRADE(S) SdA 3

DATE August 1985

Part A

LESSON (Min.) 55

OBSERVER R. WILCOX Smith

Page

SUBJECT LEAO IN: How far is it?

| Col.1  | 2  | 3                    | 4       | 5       | 6      | 7    | 8        | 9    | 10       | 11        | 12           | 13     | 14        | 15         | 16      | 17        | 18            | 19        | 20       | 21       | 22      | 23            | 24        | 25        | 26      | 27      | 28    | 29   | 30  | 31    | 32     | 33        | 34          | 35         | 36           | 37           | 38         | 39        | 40        | 41    | 42       | 43         | 44          | 45       | 46    | 47 |   |
|--|--|----------------------|---------|---------|--------|------|----------|------|----------|-----------|--------------|--------|-----------|------------|---------|-----------|---------------|-----------|----------|----------|---------|---------------|-----------|-----------|---------|---------|-------|------|-----|-------|--------|-----------|-------------|------------|--------------|--------------|------------|-----------|-----------|-------|----------|------------|-------------|----------|-------|----|---|
| TIME   | ACTIVITIES   | PARTIC. ORGANIZATION |         |         |        | MAN. | LANGUAGE |      |          |           | OTHER TOPICS |        |           |            |         |           | TOPIC CONTROL |           | MODALITY |          |         |               |           | MATERIALS |         |         |       |      | Use |       |        |           |             |            |              |              |            |           |           |       |          |            |             |          |       |    |   |
|  |  | Class                | Group   |         |        |      | Comb.    | Form | Function | Discourse | Soc. Ling.   | NARROW |           |            | LIMITED |           |               | BROAD     |          |          | Teacher | Teacher/Stud. | Listening | Speaking  | Reading | Writing | Other | Text |     | Audio | Visual | Pedagogic | Semi-Pedag. | Non-Pedag. | High Control | Semi Control |            |           |           |       |          |            |             |          |       |    |   |
|  |  |                      | I → a/c | S → a/c | Choral |      |          |      |          |           |              | Same   | Different | Individual | Gr/Ind. | Classroom | Stereotyp     | Pers/Bio. | Other    | Personal |         |               |           |           |         |         |       |      |     |       |        |           |             |            |              |              | Rouc./Soc. | Fam./Com. | School T. | Other | Abstract | Pers./Ref. | Imagination | World T. | Other |    |   |
| 1  | Warm-up: walk & freeze game-instruction                                      | 1                    |         |         |        |      |          |      |          |           |              |        |           |            |         |           |               |           |          |          |         |               |           |           |         |         |       |      |     |       |        |           |             |            |              |              |            |           |           |       |          |            |             |          |       |    |   |
| 5  | Start game: music & pair work  | 1                    |         |         |        |      |          |      |          |           |              |        |           |            |         |           |               |           |          |          |         |               |           |           |         |         |       |      |     |       |        |           |             |            |              |              |            |           |           |       |          |            |             |          |       |    |   |
| 10   | Discussion of picture 1 - Factual Questions                                  | 1                    |         |         |        |      |          |      |          |           |              |        |           |            |         |           |               |           |          |          |         |               |           |           |         |         |       |      |     |       |        |           |             |            |              |              |            |           |           |       |          |            |             |          |       |    |   |
| 15   | Discussion of picture 1 - Inference Questions                                | 1                    |         |         |        |      |          |      |          |           |              |        |           |            |         |           |               |           |          |          |         |               |           |           |         |         |       |      |     |       |        |           |             |            |              |              |            |           |           |       |          |            |             |          |       |    |   |
| 22   | Dialogue written upon board with pupil's help                                | 1                    |         |         |        |      |          |      |          |           |              |        |           |            |         |           |               |           |          |          |         |               |           |           |         |         |       |      |     |       |        |           |             |            |              |              |            |           |           |       |          |            |             |          |       |    |   |
| 26   | Discussion of picture 2 - Factual Questions                                  | 1                    |         |         |        |      |          |      |          |           |              |        |           |            |         |           |               |           |          |          |         |               |           |           |         |         |       |      |     |       |        |           |             |            |              |              |            |           |           |       |          |            |             |          |       |    |   |
| 28   | Discussion of picture 2 - Inference Questions                                | 1                    |         |         |        |      |          |      |          |           |              |        |           |            |         |           |               |           |          |          |         |               |           |           |         |         |       |      |     |       |        |           |             |            |              |              |            |           |           |       |          |            |             |          |       |    |   |
| 31   | Dialogue written on board  | 1                    |         |         |        |      |          |      |          |           |              |        |           |            |         |           |               |           |          |          |         |               |           |           |         |         |       |      |     |       |        |           |             |            |              |              |            |           |           |       |          |            |             |          |       |    |   |
| 40   | Discussion of picture 3 & 4: Factual & inference questions Dialogue on board | 1                    |         |         |        |      |          |      |          |           |              |        |           |            |         |           |               |           |          |          |         |               |           |           |         |         |       |      |     |       |        |           |             |            |              |              |            |           |           |       |          |            |             |          |       |    |   |
| 50   | Group role play from Dialogue on board                                       | 1                    |         |         |        |      |          |      |          |           |              |        |           |            |         |           |               |           |          |          |         |               |           |           |         |         |       |      |     |       |        |           |             |            |              |              |            |           |           |       |          |            |             |          |       |    |   |
| 55   | Lesson ends  |                      |         |         |        |      |          |      |          |           |              |        |           |            |         |           |               |           |          |          |         |               |           |           |         |         |       |      |     |       |        |           |             |            |              |              |            |           |           |       |          |            |             |          |       |    |   |
| Totals to be transferred to COLT analysis sheets |  | 9                    | 6       | 4       | 4      | 4    | 10       | 1    | 4        | 4         | 4            | 1      | 1         | 1          | 1       | 1         | 1             | 1         | 1        | 1        | 1       | 1             | 1         | 1         | 1       | 1       | 1     | 1    | 1   | 1     | 1      | 1         | 1           | 1          | 1            | 1            | 1          | 1         | 1         | 1     | 1        | 1          | 1           | 1        | 1     | 1  | 1 |

Appendix 6c

TEACHER 1

CONTEXT Project

LESSON LEAD IN. How Far is it?

TIME 55 mins

CONVERSION  $\frac{55}{60} = \div 0.9$  COLT ANALYSIS SHEETS

193

PART A - CATEGORIES WITH LOW COMMUNICATIVE ORIENTATION

CATEGORIES

PARTICIPANT ORGANIZATION

- 1 - T - S/C
- 2 - Choral
- 3 - combined - individual

CONTENT

Language

- 4 - form

Other topics

Narrow

- 5 - classroom
- 6 - stereotype

- 7 Topic control - teacher

STUDENT MODALITY - without information gap

- 8 - listening
- 9 - speaking
- 10 - reading
- 11 - writing
- 12 - other

MATERIALS

Type

- 13 - text - minimal

- 14 - pedagogic

Use

- 15 - high control

T O T A L S

| EVENTS | CONVERSION TO<br>RATE PER HOUR |
|--------|--------------------------------|
| 9      | 10                             |
| 1      | 1                              |
|        |                                |
|        |                                |
|        |                                |
|        |                                |
| 4      | 4                              |
| 7      | 8                              |
|        |                                |
|        |                                |
|        |                                |
|        |                                |
|        |                                |
|        |                                |
|        |                                |
| 8      | 9                              |
| 3      | 3                              |
|        | 34                             |

COLT ANALYSIS SHEETS  
PART B - CATEGORIES WITH LOW COMMUNICATIVE ORIENTATION

| CATEGORIES     |                                    | EVENTS | CONVERSION T<br>RATE PER HOUR |
|----------------|------------------------------------|--------|-------------------------------|
| <u>TEACHER</u> |                                    |        |                               |
| 16             | USE OF L1                          |        |                               |
|                | INFORMATION GAP                    |        |                               |
| 17             | - giving information - predictable | 1      | 1                             |
| 18             | - requesting information - pseudo  | 5      | 6                             |
| 19             | SUSTAINED SPEECH - minimal         |        |                               |
| 20             | EXPLICIT CODE REACTION             | 3      | 3                             |
|                | INCORPORATION OF S UTTERANCES      |        |                               |
| 21             | - no incorporation                 | 2      | 2                             |
| 22             | - repetition                       | 6      | 7                             |
| <u>STUDENT</u> |                                    |        |                               |
| 23             | CHORAL                             | 1      | 1                             |
| 24             | USE OF L1                          |        |                               |
|                | INFORMATION GAP                    |        |                               |
| 25             | - giving information - predictable | 8      | 9                             |
| 26             | - requesting information - pseudo  | 5      | 6                             |
|                | SUSTAINED SPEECH -                 |        |                               |
| 27             | - ultramiminal                     | 1      | 1                             |
| 28             | - minimal                          | 7      | 8                             |
|                | FORM RESTRICTION                   |        |                               |
| 29             | - restricted                       | 2      | 2                             |
| 30             | - limited                          | 6      | 7                             |
| 31             | EXPLICIT CODE REACTION             |        |                               |
|                | INCORPORATION OF S/T UTTERANCES    |        |                               |
| 32             | - no incorporation                 | 4      | 4                             |
| 33             | - repetition                       | 2      | 2                             |
| <u>TOTALS</u>  |                                    |        | 59                            |



COLT ANALYSIS SHEETS  
PART A - CATEGORIES WITH HIGH COMMUNICATIVE ORIENTATION

| <u>CATEGORIES</u>               |                         | EVENTS | CONVERSION TO<br>RATE PER HOUR |
|---------------------------------|-------------------------|--------|--------------------------------|
| <u>PARTICIPANT ORGANIZATION</u> |                         |        |                                |
| 34                              | S - S/C                 | 6      | 7                              |
|                                 | <u>Group</u>            |        |                                |
| 35                              | - same                  |        |                                |
| 36                              | - different             |        |                                |
|                                 | <u>Combined</u>         |        |                                |
| 37                              | - GR/IND                |        |                                |
|                                 | <u>CONTENT</u>          |        |                                |
|                                 | <u>Management</u>       |        |                                |
| 38                              | - procedure             | 4      | 4                              |
| 39                              | - discipline            |        |                                |
|                                 | <u>Language</u>         |        |                                |
| 40                              | - implicit              | 10     | 11                             |
| 41                              | - function              |        |                                |
| 42                              | - discourse             |        |                                |
| 43                              | - sociolinguistic       | 4      | 4                              |
|                                 | <u>Other topics</u>     |        |                                |
|                                 | <u>Narrow</u>           |        |                                |
| 44                              | - personal/biographical |        |                                |
| 45                              | - other                 |        |                                |
|                                 | <u>Limited</u>          |        |                                |
| 46                              | - personal              |        |                                |
| 47                              | - routine/social        |        |                                |
| 48                              | - family/community      |        |                                |
| 49                              | - school                | 1      | 1                              |
| 50                              | - other                 |        |                                |
|                                 | <u>Broad</u>            |        |                                |
| 51                              | - abstract              |        |                                |
| 52                              | - personal reference    |        |                                |
| 53                              | - imagination/world     |        |                                |
| 54                              | - world                 |        |                                |
| 55                              | - other                 |        |                                |

- Topic control
- 56 - teacher-student
  - 57 - student

- Student modality with information gap
- 58 - listening
  - 59 - speaking
  - 60 - reading
  - 61 - writing
  - 62 - other

- Materials
- Type
- 63 - text-extended
  - 64 - audio
  - 65 - visual
  - 66 - semi-pedagogic
  - 67 - non-pedagogic

- Use
- 68 - semi-control
  - 69 - no control

T O T A L S

| 196    |                              |
|--------|------------------------------|
| EVENTS | CONVERSION T<br>RATE PER HOU |
| 5      | 6                            |
|        |                              |
| 10     | 11                           |
| 10     | 11                           |
|        |                              |
|        |                              |
| 9      | 10                           |
|        |                              |
| 1      | 1                            |
| 1      | 1                            |
| 6      | 7                            |
| 2      | 2                            |
|        |                              |
| 7      | 8                            |
|        |                              |
|        | 84                           |

## COLT ANALYSIS SHEETS

PART B - CATEGORIES WITH HIGH COMMUNICATIVE ORIENTATION

| CATEGORIES     |                                      | EVENTS | CONVERSION T<br>RATE PER HOU |
|----------------|--------------------------------------|--------|------------------------------|
| <u>TEACHER</u> |                                      |        |                              |
| 70             | USE OF L2                            | 17     | 19                           |
|                | INFORMATION GAP                      |        |                              |
| 71             | - giving information - unpredictable | 1      | 1                            |
| 72             | - requesting information - genuine   | 10     | 11                           |
| 73             | SUSTAINED SPEECH - SUSTAINED         | 16     | 18                           |
|                | INCORPORATION OF S UTTERANCES        |        |                              |
| 74             | - paraphrase                         |        |                              |
| 75             | - comment                            | 13     | 14                           |
| 76             | - expansion                          | 10     | 11                           |
| 77             | - elaboration                        | 6      | 7                            |
| <u>STUDENT</u> |                                      |        |                              |
| 78             | USE OF L2                            | 19     | 21                           |
| 79             | DISCOURSE INITIATION                 | 14     | 16                           |
|                | INFORMATION GAP                      |        |                              |
| 80             | - giving information - unpredictable | 10     | 11                           |
| 81             | - requesting information - genuine   |        |                              |
| 82             | SUSTAINED SPEECH - sustained         | 13     | 14                           |
| 83             | FORM RESTRICTION - unrestricted      | 11     | 12                           |
|                | INCORPORATION OF S/T UTTERANCES      |        |                              |
| 84             | - paraphrase                         |        |                              |
| 85             | - comment                            | 13     | 14                           |
| 86             | - expansion                          | 7      | 8                            |
| 87             | - elaboration                        |        |                              |
| <u>TOTALS</u>  |                                      |        | 177                          |



## CODING SHEET

### STUDENT VERBAL INTERACTION

Part B/P.

[illegible]

EACHER 2  
 ONTEXT Project  
 LESSON 2 . Going to town - lead-in  
 TIME 75  
 CONVERSION  $\frac{75}{60} = 1.25$

199

COLT ANALYSIS SHEETS

PART A - CATEGORIES WITH LOW COMMUNICATIVE ORIENTATION

| CATEGORIES                                 |                         | EVENTS | CONVERSION TO<br>RATE PER HOUR |
|--|-------------------------|--------|--------------------------------|
| PARTICIPANT ORGANIZATION                   |                         | 5      | 4                              |
| 1  | - T - S/C               |        |                                |
| 2  | - Choral                |        |                                |
| 3  | - combined - individual |        |                                |
| CONTENT                                    |                         |        |                                |
| Language                                   |                         |        |                                |
| 4  | - form                  |        |                                |
| Other topics                               |                         |        |                                |
| Narrow                                     |                         |        |                                |
| 5  | - classroom             |        |                                |
| 6  | - stereotype            |        |                                |
| 7  | Topic control - teacher | 6      | 5                              |
| STUDENT MODALITY - without information gap |                         |        |                                |
| 8  | - listening             | 1      | 1                              |
| 9  | - speaking              | 1      | 1                              |
| 10   | - reading               |        |                                |
| 11   | - writing               |        |                                |
| 12   | - other                 |        |                                |
| MATERIALS                                  |                         |        |                                |
| Type                                       |                         |        |                                |
| 13   | - text - minimal        |        |                                |
| 14   | - pedagogic             | 7      | 6                              |
| Use  |                         |        |                                |
| 15   | - high control          | 5      | 4                              |
| TOTALS                                     |                         |        | 21                             |

COLT ANALYSIS SHEETS  
PART B - CATEGORIES WITH LOW COMMUNICATIVE ORIENTATION

| CATEGORIES     |                                    | EVENTS | CONVERSION<br>RATE PER HOUR |
|----------------|------------------------------------|--------|-----------------------------|
| <u>TEACHER</u> |                                    |        |                             |
| 16             | USE OF L1                          |        |                             |
|                | INFORMATION GAP                    |        |                             |
| 17             | - giving information - predictable | 3      | 2                           |
| 18             | - requesting information - pseudo  | 9      | 7                           |
| 19             | SUSTAINED SPEECH - minimal         | 3      | 2                           |
| 20             | EXPLICIT CODE REACTION             | 6      | 5                           |
|                | INCORPORATION OF S UTTERANCES      |        |                             |
| 21             | - no incorporation                 | 2      | 2                           |
| 22             | - repetition                       | 4      | 3                           |
| <u>STUDENT</u> |                                    |        |                             |
| 23             | CHORAL                             | 6      | 5                           |
| 24             | USE OF L1                          |        |                             |
|                | INFORMATION GAP                    |        |                             |
| 25             | - giving information - predictable | 14     | 11                          |
| 26             | - requesting information - pseudo  | 4      | 3                           |
|                | SUSTAINED SPEECH -                 |        |                             |
| 27             | - ultramiminal                     | 3      | 2                           |
| 28             | - minimal                          | 11     | 9                           |
|                | FORM RESTRICTION                   |        |                             |
| 29             | - restricted                       | 11     | 9                           |
| 30             | - limited                          | 6      | 5                           |
| 31             | EXPLICIT CODE REACTION             | 4      | 3                           |
|                | INCORPORATION OF S/T UTTERANCES    |        |                             |
| 32             | - no incorporation                 | 11     | 9                           |
| 33             | - repetition                       | 3      | 2                           |
| <u>TOTALS</u>  |                                    |        | 79                          |

## COLT ANALYSIS SHEETS

PART A - CATEGORIES WITH HIGH COMMUNICATIVE ORIENTATIONCATEGORIESPARTICIPANT ORGANIZATION

34 S - S/C

Group

35 - same

36 - different

Combined

37 - GR/IND

CONTENTManagement

38 - procedure

39 - discipline

Language

40 - implicit

41 - function

42 - discourse

43 - sociolinguistic

Other topicsNarrow

44 - personal/biographical

45 - other

Limited

46 - personal

47 - routine/social

48 - family/community

49 - school

50 - other

Broad

51 - abstract

52 - personal reference

53 - imagination/world

54 - world

55 - other

## EVENTS

CONVERSION TO  
RATE PER HOUR

6

5

3

2

4

3

11

9

5

4

2

2



Topic control

- 56 - teacher-student  
57 - student

Student modality with information gap

- 58 - listening  
59 - speaking  
60 - reading  
61 - writing  
62 - other

MaterialsType

- 63 - text-extended  
64 - audio  
65 - visual  
66 - semi-pedagogic  
67 - non-pedagogic

Use

- 68 - semi-control  
69 - no control

T O T A L S

| EVENTS | CONVERSION T<br>RATE PER HOU |
|--------|------------------------------|
| 3      | 2                            |
| 2      | 2                            |
| 10     | 8                            |
| 8      | 6                            |
|        |                              |
|        |                              |
|        |                              |
| 7      | 6                            |
| 4      | 3                            |
| 2      | 2                            |
| 2      | 2                            |
| 2      | 2                            |
| 6      | 5                            |
|        |                              |
|        | 63                           |

## - COLT - ANALYSIS SHEETS

PART B - CATEGORIES WITH HIGH COMMUNICATIVE ORIENTATION

| CATEGORIES                      |                                      | EVENTS | CONVERSION T<br>RATE PER HOU |
|---------------------------------|--------------------------------------|--------|------------------------------|
| <u>TEACHER</u>                  |                                      |        |                              |
| 70                              | USE OF L2                            | 18     | 14                           |
| INFORMATION GAP                 |                                      |        |                              |
| 71                              | - giving information - unpredictable | 1      | 1                            |
| 72                              | - requesting information - genuine   | 5      | 4                            |
| 73                              | SUSTAINED SPEECH - SUSTAINED         | 15     | 12                           |
| INCORPORATION OF S UTTERANCES   |                                      |        |                              |
| 74                              | - paraphrase                         |        |                              |
| 75                              | - comment                            | 7      | 6                            |
| 76                              | - expansion                          | 9      | 7                            |
| 77                              | - elaboration                        | 2      | 2                            |
| <u>STUDENT</u>                  |                                      |        |                              |
| 78                              | USE OF L2                            | 23     | 18                           |
| 79                              | DISCOURSE INITIATION                 | 10     | 8                            |
| INFORMATION GAP                 |                                      |        |                              |
| 80                              | - giving information - unpredictable | 5      | 4                            |
| 81                              | - requesting information - genuine   | 2      | 2                            |
| 82                              | SUSTAINED SPEECH - sustained         | 9      | 7                            |
| 83                              | FORM RESTRICTION - unrestricted      | 4      | 6                            |
| INCORPORATION OF S/T UTTERANCES |                                      |        |                              |
| 84                              | - paraphrase                         |        |                              |
| 85                              | - comment                            | 1      | 1                            |
| 86                              | - expansion                          | 12     | 10                           |
| 87                              | - elaboration                        |        |                              |
| <u>TOTALS</u>                   |                                      |        | 102                          |

Col 1  
, 2

DATE August 1985  
OBSERVER R WILDSMITH

Part A Page

[illegible]

205

CONVERSION  $\frac{40}{60} = 0.66$

## COLT ANALYSIS SHEETS

PART A - CATEGORIES WITH LOW COMMUNICATIVE ORIENTATION

## CATEGORIES

## PARTICIPANT ORGANIZATION

- 1 - T - S/C  
2 - Choral  
3 - combined - individual

## CONTENT

Language

- 4 - form

## Other topics

**Narrow**

- 5 - classroom  
6 - stereotype

- 7      Topic control - teacher

STUDENT MODALITY - without information gaps

- |    |   |           |
|----|---|-----------|
| 8  | - | listening |
| 9  | - | speaking  |
| 10 | - | reading   |
| 11 | - | writing   |
| 12 | - | other     |

## MATERIALS

## Type

- 13 - text - minimal

- 14 - pedagogic

Use

- 15 - high control

| DATE     | DESCRIPTION | AMOUNT | CHECK NO. | BANK  | INITIALS |
|----------|-------------|--------|-----------|-------|----------|
| 12-1-78  | DEPOSIT     | 100.00 |           | CHASE | ABC      |
| 12-5-78  | PAYROLL     | 50.00  | 101       | CHASE | ABC      |
| 12-10-78 | RENT        | 25.00  | 102       | CHASE | ABC      |
| 12-15-78 | UTILITIES   | 15.00  | 103       | CHASE | ABC      |
| 12-20-78 | SALES       | 75.00  |           | CHASE | ABC      |
| 12-25-78 | PAYROLL     | 50.00  | 104       | CHASE | ABC      |
| 12-30-78 | RENT        | 25.00  | 105       | CHASE | ABC      |
| 1-5-79   | UTILITIES   | 15.00  | 106       | CHASE | ABC      |
| 1-10-79  | SALES       | 75.00  |           | CHASE | ABC      |
| 1-15-79  | PAYROLL     | 50.00  | 107       | CHASE | ABC      |
| 1-20-79  | RENT        | 25.00  | 108       | CHASE | ABC      |
| 1-25-79  | UTILITIES   | 15.00  | 109       | CHASE | ABC      |
| 1-30-79  | SALES       | 75.00  |           | CHASE | ABC      |
| 2-5-79   | PAYROLL     | 50.00  | 110       | CHASE | ABC      |
| 2-10-79  | RENT        | 25.00  | 111       | CHASE | ABC      |
| 2-15-79  | UTILITIES   | 15.00  | 112       | CHASE | ABC      |
| 2-20-79  | SALES       | 75.00  |           | CHASE | ABC      |
| 2-25-79  | PAYROLL     | 50.00  | 113       | CHASE | ABC      |
| 2-28-79  | RENT        | 25.00  | 114       | CHASE | ABC      |
| 3-5-79   | UTILITIES   | 15.00  | 115       | CHASE | ABC      |
| 3-10-79  | SALES       | 75.00  |           | CHASE | ABC      |
| 3-15-79  | PAYROLL     | 50.00  | 116       | CHASE | ABC      |
| 3-20-79  | RENT        | 25.00  | 117       | CHASE | ABC      |
| 3-25-79  | UTILITIES   | 15.00  | 118       | CHASE | ABC      |
| 3-30-79  | SALES       | 75.00  |           | CHASE | ABC      |
| 4-5-79   | PAYROLL     | 50.00  | 119       | CHASE | ABC      |
| 4-10-79  | RENT        | 25.00  | 120       | CHASE | ABC      |
| 4-15-79  | UTILITIES   | 15.00  | 121       | CHASE | ABC      |
| 4-20-79  | SALES       | 75.00  |           | CHASE | ABC      |
| 4-25-79  | PAYROLL     | 50.00  | 122       | CHASE | ABC      |
| 4-30-79  | RENT        | 25.00  | 123       | CHASE | ABC      |
| 5-5-79   | UTILITIES   | 15.00  | 124       | CHASE | ABC      |
| 5-10-79  | SALES       | 75.00  |           | CHASE | ABC      |
| 5-15-79  | PAYROLL     | 50.00  | 125       | CHASE | ABC      |
| 5-20-79  | RENT        | 25.00  | 126       | CHASE | ABC      |
| 5-25-79  | UTILITIES   | 15.00  | 127       | CHASE | ABC      |
| 5-30-79  | SALES       | 75.00  |           | CHASE | ABC      |
| 6-5-79   | PAYROLL     | 50.00  | 128       | CHASE | ABC      |
| 6-10-79  | RENT        | 25.00  | 129       | CHASE | ABC      |
| 6-15-79  | UTILITIES   | 15.00  | 130       | CHASE | ABC      |
| 6-20-79  | SALES       | 75.00  |           | CHASE | ABC      |
| 6-25-79  | PAYROLL     | 50.00  | 131       | CHASE | ABC      |
| 6-30-79  | RENT        | 25.00  | 132       | CHASE | ABC      |
| 7-5-79   | UTILITIES   | 15.00  | 133       | CHASE | ABC      |
| 7-10-79  | SALES       | 75.00  |           | CHASE | ABC      |
| 7-15-79  | PAYROLL     | 50.00  | 134       | CHASE | ABC      |
| 7-20-79  | RENT        | 25.00  | 135       | CHASE | ABC      |
| 7-25-79  | UTILITIES   | 15.00  | 136       | CHASE | ABC      |
| 7-30-79  | SALES       | 75.00  |           | CHASE | ABC      |
| 8-5-79   | PAYROLL     | 50.00  | 137       | CHASE | ABC      |
| 8-10-79  | RENT        | 25.00  | 138       | CHASE | ABC      |
| 8-15-79  | UTILITIES   | 15.00  | 139       | CHASE | ABC      |
| 8-20-79  | SALES       | 75.00  |           | CHASE | ABC      |
| 8-25-79  | PAYROLL     | 50.00  | 140       | CHASE | ABC      |
| 8-30-79  | RENT        | 25.00  | 141       | CHASE | ABC      |
| 9-5-79   | UTILITIES   | 15.00  | 142       | CHASE | ABC      |
| 9-10-79  | SALES       | 75.00  |           | CHASE | ABC      |
| 9-15-79  | PAYROLL     | 50.00  | 143       | CHASE | ABC      |
| 9-20-79  | RENT        | 25.00  | 144       | CHASE | ABC      |
| 9-25-79  | UTILITIES   | 15.00  | 145       | CHASE | ABC      |
| 9-30-79  | SALES       | 75.00  |           | CHASE | ABC      |
| 10-5-79  | PAYROLL     | 50.00  | 146       | CHASE | ABC      |
| 10-10-79 | RENT        | 25.00  | 147       | CHASE | ABC      |
| 10-15-79 | UTILITIES   | 15.00  | 148       | CHASE | ABC      |
| 10-20-79 | SALES       | 75.00  |           | CHASE | ABC      |
| 10-25-79 | PAYROLL     | 50.00  | 149       | CHASE | ABC      |
|          |             |        |           |       |          |

[illegible]

COLT ANALYSIS SHEETS  
PART B - CATEGORIES WITH LOW COMMUNICATIVE ORIENTATION

| CATEGORIES     |                                    | EVENTS | CONVERSION T<br>RATE PER HOU |
|----------------|------------------------------------|--------|------------------------------|
| <u>TEACHER</u> |                                    |        |                              |
| 16             | USE OF L1                          |        |                              |
|                | INFORMATION GAP                    |        |                              |
| 17             | - giving information - predictable |        |                              |
| 18             | - requesting information - pseudo  | 1      | 2                            |
| 19             | SUSTAINED SPEECH - minimal         |        |                              |
| 20             | EXPLICIT CODE REACTION             |        |                              |
|                | INCORPORATION OF S UTTERANCES      |        |                              |
| 21             | - no incorporation                 | 1      | 2                            |
| 22             | - repetition                       |        |                              |
| <u>STUDENT</u> |                                    |        |                              |
| 23             | CHORAL                             | 1      | 2                            |
| 24             | USE OF L1                          |        |                              |
|                | INFORMATION GAP                    |        |                              |
| 25             | - giving information - predictable | 4      | 6                            |
| 26             | - requesting information - pseudo  |        |                              |
|                | SUSTAINED SPEECH -                 |        |                              |
| 27             | - ultramiminal                     |        |                              |
| 28             | - minimal                          | 2      | 3                            |
|                | FORM RESTRICTION                   |        |                              |
| 29             | - restricted                       |        |                              |
| 30             | - limited                          | 2      | 3                            |
| 31             | EXPLICIT CODE REACTION             |        |                              |
|                | INCORPORATION OF S/T UTTERANCES    |        |                              |
| 32             | - no incorporation                 | 2      | 3                            |
| 33             | - repetition                       |        |                              |
| <u>TOTALS</u>  |                                    |        | 21                           |

COLT ANALYSIS SHEETS  
PART A - CATEGORIES WITH HIGH COMMUNICATIVE ORIENTATION

| <u>CATEGORIES</u>               |                         | EVENTS | CONVERSION TO<br>RATE PER HOUR |
|---------------------------------|-------------------------|--------|--------------------------------|
| <u>PARTICIPANT ORGANIZATION</u> |                         |        |                                |
| 34                              | S - S/C                 | 2      | 3                              |
|                                 | <u>Group</u>            |        |                                |
| 35                              | - same                  |        |                                |
| 36                              | - different             |        |                                |
|                                 | <u>Combined</u>         |        |                                |
| 37                              | - GR/IND                |        |                                |
|                                 | <u>CONTENT</u>          |        |                                |
|                                 | <u>Management</u>       |        |                                |
| 38                              | - procedure             |        |                                |
| 39                              | - discipline            |        |                                |
|                                 | <u>Language</u>         |        |                                |
| 40                              | - implicit              | 3      | 5                              |
| 41                              | - function              |        |                                |
| 42                              | - discourse             |        |                                |
| 43                              | - sociolinguistic       |        |                                |
|                                 | <u>Other topics</u>     |        |                                |
|                                 | <u>Narrow</u>           |        |                                |
| 44                              | - personal/biographical |        |                                |
| 45                              | - other                 |        |                                |
|                                 | <u>Limited</u>          |        |                                |
| 46                              | - personal              |        |                                |
| 47                              | - routine/social        |        |                                |
| 48                              | - family/community      |        |                                |
| 49                              | - school                |        |                                |
| 50                              | - other                 | 5      | 8                              |
|                                 | <u>Broad</u>            |        |                                |
| 51                              | - abstract              |        |                                |
| 52                              | - personal reference    |        |                                |
| 53                              | - imagination/world     |        |                                |
| 54                              | - world                 |        |                                |
| 55                              | - other                 |        |                                |

Topic control

- 56 - teacher-student  
57 - student

Student modality with information gap

- 58 - listening  
59 - speaking  
60 - reading  
61 - writing  
62 - other

MaterialsType

- 63 - text-extended  
64 - audio  
65 - visual  
66 - semi-pedagogic  
67 - non-pedagogic

Use

- 68 - semi-control  
69 - no control

T O T A L S

| EVENTS | CONVERSION T<br>RATE PER HOU |
|--------|------------------------------|
|        |                              |
| 1      | 2                            |
| 5      | 8                            |
| 3      | 5                            |
|        |                              |
|        |                              |
| 3      | 5                            |
|        |                              |
| 4      | 6                            |
| 3      | 5                            |
| 1      | 2                            |
| 5      | 8                            |
|        |                              |
|        |                              |
| 5      | 8                            |
|        |                              |
|        | 58                           |

## COLT - ANALYSIS SHEETS

PART B - CATEGORIES WITH HIGH COMMUNICATIVE ORIENTATION

| CATEGORIES     |                                      | EVENTS | CONVERSION TO<br>RATE PER HOUR |
|----------------|--------------------------------------|--------|--------------------------------|
| <u>TEACHER</u> |                                      |        |                                |
| 70             | USE OF L2                            | 8      | 12                             |
|                | INFORMATION GAP                      |        |                                |
| 71             | - giving information - unpredictable | 6      | 9                              |
| 72             | - requesting information - genuine   | 1      | 2                              |
| 73             | SUSTAINED SPEECH - SUSTAINED         | 8      | 12                             |
|                | INCORPORATION OF S UTTERANCES        |        |                                |
| 74             | - paraphrase                         |        |                                |
| 75             | - comment                            | 1      | 2                              |
| 76             | - expansion                          |        |                                |
| 77             | - elaboration                        |        |                                |
| <u>STUDENT</u> |                                      |        |                                |
| 78             | USE OF L2                            | 9      | 14                             |
| 79             | DISCOURSE INITIATION                 | 6      | 9                              |
|                | INFORMATION GAP                      |        |                                |
| 80             | - giving information - unpredictable | 4      | 6                              |
| 81             | - requesting information - genuine   | 3      | 5                              |
| 82             | SUSTAINED SPEECH - sustained         | 6      | 9                              |
| 83             | FORM RESTRICTION - unrestricted      | 6      | 9                              |
|                | INCORPORATION OF S/T UTTERANCES      |        |                                |
| 84             | - paraphrase                         |        |                                |
| 85             | - comment                            |        |                                |
| 86             | - expansion                          | 3      | 5                              |
| 87             | - elaboration                        |        |                                |
| <u>TOTALS</u>  |                                      |        | 94                             |





# CODING SHEET

## TEACHER VERBAL INTERACTION

## STUDENT VERBAL INTERACTION

Part B/P.

| COMMUNIC<br>FEATURES | TARGET<br>LANG. |                | INFORMATION<br>CAP |         |                  |        | SUST<br>SPEECH |         | REACTION<br>CO/MES | INCORPORATION of<br>S UTTERANCES |           |            |            |         | TARGET<br>LANG. |             | Disc-Initiation | INFORMATION<br>CAP |                |  |       | SUST.<br>SPEECH |                  |        | FORM<br>RESTR. |           | REACTION<br>CO/MES. | INCORPORATION of<br>S/T UTTERANCES |            |         |              |               |          |            |            |            |         |           |             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |    |
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|                      |                 |                |                    |         |                  |        |                |         |                    |                                  |           |            |            |         |                 |             |                 |                    |                |  |       |                 |                  |        |                |           |                     |                                    |            |         |              |               |          |            |            |            |         |           |             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |    |
| No talk              | L <sub>1</sub>  | L <sub>2</sub> | Predict            | Unpred. | Request<br>Info. | Pseudo | Genuine        | Minimal | Sustained          | Explicit Code                    | No Incorp | Repetition | Paraphrase | Comment | Expansion       | Elaboration | Choral          | L <sub>1</sub>     | L <sub>2</sub> |  | Pred. | Unpred.         | Request<br>Info. | Pseudo | Genuine        | Ultramini | Minimal             | Sustained                          | Restricted | Limited | Unrestricted | Explicit Code | Reaction | No Incorp. | Repetition | Paraphrase | Comment | Expansion | Elaboration |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |    |
| 1                    |                 |                |                    |         |                  |        |                |         |                    |                                  |           |            |            |         |                 |             |                 |                    |                |  |       |                 |                  |        |                |           |                     |                                    |            |         |              |               |          |            |            |            |         |           |             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | </ |

EACHER 3

CNTEXT School English

211

ESSON 2 Comparatives

IME 25 mins

ONVERSION  $\frac{25}{60} = 0.4$ 

## COLT ANALYSIS SHEETS

PART A - CATEGORIES WITH LOW COMMUNICATIVE ORIENTATIONCATEGORIESPARTICIPANT ORGANIZATION

- 1 - T - S/C  
 2 - Choral  
 3 - combined - individual

CONTENTLanguage

- 4 - form

Other topicsNarrow

- 5 - classroom  
 6 - stereotype

- 7 Topic control - teacher

STUDENT MODALITY - without information gap

- 8 - listening  
 9 - speaking  
 10 - reading  
 11 - writing  
 12 - other

MATERIALSType

- 13 - text - minimal

- 14 - pedagogic

Use

- 15 - high control

TOTALS

| EVENTS | CONVERSION TO <sup>-04</sup><br>RATE PER HOUR |
|--------|---|
| 9      | 23  |
| 7      | 18  |
|        |   |
| 9      | 23  |
|        |   |
| 7      | 18  |
| 3      | 8   |
| 9      | 23  |
|        |   |
| 6      | 15  |
| 6      | 15  |
| 3      | 8   |
|        |   |
|        |   |
| 7      | 18  |
|        |   |
| 8      | 20  |
|        |   |
| 9      | 23  |
|        |   |
|        | 212   |

COLT ANALYSIS SHEETS  
PART B - CATEGORIES WITH LOW COMMUNICATIVE ORIENTATION

| CATEGORIES     |                                    | EVENTS | CONVERSION T<br>RATE PER HOU |
|----------------|------------------------------------|--------|------------------------------|
| <u>TEACHER</u> |                                    |        |                              |
| 16             | USE OF L1                          |        |                              |
|                | INFORMATION GAP                    |        |                              |
| 17             | - giving information - predictable | 1      | 3                            |
| 18             | - requesting information - pseudo  | 7      | 18                           |
| 19             | SUSTAINED SPEECH - minimal         | 8      | 20                           |
| 20             | EXPLICIT CODE REACTION             | 8      | 20                           |
|                | INCORPORATION OF S UTTERANCES      |        |                              |
| 21             | - no incorporation                 | 4      | 10                           |
| 22             | - repetition                       | 2      | 5                            |
| <u>STUDENT</u> |                                    |        |                              |
| 23             | CHORAL                             | 6      | 15                           |
| 24             | USE OF L1                          |        |                              |
|                | INFORMATION GAP                    |        |                              |
| 25             | - giving information - predictable | 8      | 20                           |
| 26             | - requesting information - pseudo  |        |                              |
|                | SUSTAINED SPEECH -                 |        |                              |
| 27             | - ultramiminal                     |        |                              |
| 28             | - minimal                          | 9      | 23                           |
|                | FORM RESTRICTION                   |        |                              |
| 29             | - restricted                       | 9      | 23                           |
| 30             | - limited                          |        |                              |
| 31             | EXPLICIT CODE REACTION             | 8      | 20                           |
|                | INCORPORATION OF S/T UTTERANCES    |        |                              |
| 32             | - no incorporation                 | 9      | 23                           |
| 33             | - repetition                       |        |                              |
| <u>TOTALS</u>  |                                    |        | 200                          |

COLT ANALYSIS SHEETS  
PART A - CATEGORIES WITH HIGH COMMUNICATIVE ORIENTATION

| <u>CATEGORIES</u>               |                         | EVENTS | CONVERSION TO<br>RATE PER HOUR |
|---------------------------------|-------------------------|--------|--------------------------------|
| <u>PARTICIPANT ORGANIZATION</u> |                         |        |                                |
| 34                              | S - S/C                 |        |                                |
|                                 | <u>Group</u>            |        |                                |
| 35                              | - same                  |        |                                |
| 36                              | - different             |        |                                |
|                                 | <u>Combined</u>         |        |                                |
| 37                              | - GR/IND                |        |                                |
|                                 | <u>CONTENT</u>          |        |                                |
|                                 | <u>Management</u>       |        |                                |
| 38                              | - procedure             |        |                                |
| 39                              | - discipline            |        |                                |
|                                 | <u>Language</u>         |        |                                |
| 40                              | - implicit              | 1      | 3                              |
| 41                              | - function              |        |                                |
| 42                              | - discourse             |        |                                |
| 43                              | - sociolinguistic       |        |                                |
|                                 | <u>Other topics</u>     |        |                                |
|                                 | <u>Narrow</u>           |        |                                |
| 44                              | - personal/biographical |        |                                |
| 45                              | - other                 |        |                                |
|                                 | <u>Limited</u>          |        |                                |
| 46                              | - personal              |        |                                |
| 47                              | - routine/social        |        |                                |
| 48                              | - family/community      |        |                                |
| 49                              | - school                |        |                                |
| 50                              | - other                 |        |                                |
|                                 | <u>Broad</u>            |        |                                |
| 51                              | - abstract              |        |                                |
| 52                              | - personal reference    |        |                                |
| 53                              | - imagination/world     |        |                                |
| 54                              | - world                 |        |                                |
| 55                              | - other                 |        |                                |



## COLT - ANALYSIS SHEETS

PART B - CATEGORIES WITH HIGH COMMUNICATIVE ORIENTATION

| CATEGORIES     |                                      | EVENTS | CONVERSION TO<br>RATE PER HOUR |
|----------------|--------------------------------------|--------|--------------------------------|
| <u>TEACHER</u> |                                      |        |                                |
| 70             | USE OF L2                            | 9      | 23                             |
|                | INFORMATION GAP                      |        |                                |
| 71             | - giving information - unpredictable |        |                                |
| 72             | - requesting information - genuine   | 1      | 3                              |
| 73             | SUSTAINED SPEECH - SUSTAINED         | 1      | 3                              |
|                | INCORPORATION OF S UTTERANCES        |        |                                |
| 74             | - paraphrase                         |        |                                |
| 75             | - comment                            | 3      | 8                              |
| 76             | - expansion                          | 1      | 3                              |
| 77             | - elaboration                        |        |                                |
| <u>STUDENT</u> |                                      |        |                                |
| 78             | USE OF L2                            | 9      | 23                             |
| 79             | DISCOURSE INITIATION                 |        |                                |
|                | INFORMATION GAP                      |        |                                |
| 80             | - giving information - unpredictable | 1      | 3                              |
| 81             | - requesting information - genuine   |        |                                |
| 82             | SUSTAINED SPEECH - sustained         |        |                                |
| 83             | FORM RESTRICTION - unrestricted      |        |                                |
|                | INCORPORATION OF S/T UTTERANCES      |        |                                |
| 84             | - paraphrase                         |        |                                |
| 85             | - comment                            |        |                                |
| 86             | - expansion                          |        |                                |
| 87             | - elaboration                        |        |                                |
| <u>TOTALS</u>  |                                      |        | 20                             |

SCHOOL: School  
 TEACHER 4  
 SUBJECT English Adjectives  
 Col.1 2

GRADE(S) 3rd 3  
 LESSON (Min.) 25

DATE August 1985  
 OBSERVER R. WILCOXSMITH

Part A  
 Page

| TIME | ACTIVITIES                             | PARTIC. ORGANIZATION |         |        |       |           |            | C O N T E N T |      |          |           |            |              |      |          |           |            |               |            | STUDENT MODALITY |         |          |            |           |           | M A T E R I A L S |         |               |         |           |          |     |         |         |       |      |       |        |           |             |            |              |              |          |            |             |          |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|      |  | Class                |         |        | Group |           |            | Comb.         | MAN. | LANGUAGE |           |            | OTHER TOPICS |      |          |           |            | TOPIC CONTROL |            | MODALITY         |         |          |            |           |           | Type              |         |               |         |           |          | Use |         |         |       |      |       |        |           |             |            |              |              |          |            |             |          |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|      |  | T 2 a/c              | S 4 a/c | Choral | Same  | Different | Individual |               |      | Gr/Ind.  | Procedure | Discipline | Implicit     | Form | Function | Discourse | Soc. Ling. | NARROW        |            |                  | LIMITED |          |            | BROAD     |           |                   | Teacher | Teacher/Stud. | Student | Listening | Speaking |     | Reading | Writing | Other | Text | Audio | Visual | Pedagogic | Semi-Pedag. | Non-Pedag. | High Control | Semi Control |          |            |             |          |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|      |  |                      |         |        |       |           |            |               |      |          |           |            |              |      |          |           |            | Classroom     | Stereotyp. | Pers/Bio.        | Other   | Personal | Rout./Soc. | Fam./Com. | School I. | Other             |         |               |         |           |          |     |         |         |       |      |       |        |           |             |            |              |              | Abstract | Pers./Ref. | Imagination | World I. | Other |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1    | Introduction - grammatical explanation | 1                    |         | 1      |       |           |            |               |      |          |           | 1          |              |      |          |           |            |               |            |                  |         |          |            |           |           |                   | X       | X             |         |           |          |     |         |         |       |      |       |        |           |             |            |              |              |          |            |             |          |       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



TEACHER 4

CONTEXT School

217

LESSON 5. English Adjectives

TIME 25 min

CONVERSION  $\frac{25}{60} = 0.4$ 

## COLT ANALYSIS SHEETS

PART A - CATEGORIES WITH LOW COMMUNICATIVE ORIENTATIONCATEGORIESPARTICIPANT ORGANIZATION

- 1 - T - S/C  
 2 - Choral  
 3 - combined - individual

CONTENTLanguage

- 4 - form

Other topicsNarrow

- 5 - classroom  
 6 - stereotype

- 7 Topic control - teacher

STUDENT MODALITY - without information gap

- 8 - listening  
 9 - speaking  
 10 - reading  
 11 - writing  
 12 - other

MATERIALSType

- 13 - text - minimal

- 14 - pedagogic

Use

- 15 - high control

TOTALS

| EVENTS | CONVERSION TO %<br>RATE PER HOUR |
|--------|----------------------------------|
| 5      | 13                               |
| 6      | 15                               |
| 1      | 3                                |
| 7      | 18                               |
| 5      | 13                               |
| 6      | 15                               |
| 5      | 13                               |
| 1      | 3                                |
| 7      | 18                               |
| 7      | 18                               |
| 7      | 18                               |
| 7      | 18                               |
| 165    |                                  |

COLT ANALYSIS SHEETS  
PART B - CATEGORIES WITH LOW COMMUNICATIVE ORIENTATION

| CATEGORIES     |                                    | EVENTS | CONVERSION<br>RATE PER HOL |
|----------------|------------------------------------|--------|----------------------------|
| <u>TEACHER</u> |                                    |        |                            |
| 16             | USE OF L1                          |        |                            |
|                | INFORMATION GAP                    |        |                            |
| 17             | - giving information - predictable | 5      | 13                         |
| 18             | - requesting information - pseudo  | 3      | 8                          |
| 19             | SUSTAINED SPEECH - minimal         | 4      | 10                         |
| 20             | EXPLICIT CODE REACTION             | 5      | 13                         |
|                | INCORPORATION OF S UTTERANCES      |        |                            |
| 21             | - no incorporation                 | 1      | 3                          |
| 22             | - repetition                       |        |                            |
| <u>STUDENT</u> |                                    |        |                            |
| 23             | CHORAL                             | 5      | 13                         |
| 24             | USE OF L1                          |        |                            |
|                | INFORMATION GAP                    |        |                            |
| 25             | - giving information - predictable | 3      | 8                          |
| 26             | - requesting information - pseudo  |        |                            |
|                | SUSTAINED SPEECH -                 |        |                            |
| 27             | - ultramiminal                     | 2      | 5                          |
| 28             | - minimal                          | 6      | 15                         |
|                | FORM RESTRICTION                   |        |                            |
| 29             | - restricted                       | 8      | 20                         |
| 30             | - limited                          |        |                            |
| 31             | EXPLICIT CODE REACTION             | 8      | 20                         |
|                | INCORPORATION OF S/T UTTERANCES    |        |                            |
| 32             | - no incorporation                 |        |                            |
| 33             | - repetition                       | 6      | 15                         |
| <u>TOTALS</u>  |                                    |        | 143                        |

COLT ANALYSIS SHEETS  
PART A - CATEGORIES WITH HIGH COMMUNICATIVE ORIENTATION

| <u>CATEGORIES</u>               |                         | EVENTS | CONVERSION TO<br>RATE PER HOUR |
|---------------------------------|-------------------------|--------|--------------------------------|
| <u>PARTICIPANT ORGANIZATION</u> |                         |        |                                |
| 34                              | S - S/C                 |        |                                |
|                                 | <u>Group</u>            |        |                                |
| 35                              | - same                  |        |                                |
| 36                              | - different             |        |                                |
|                                 | <u>Combined</u>         |        |                                |
| 37                              | - GR/IND                |        |                                |
| <u>CONTENT</u>                  |                         |        |                                |
|                                 | <u>Management</u>       |        |                                |
| 38                              | - procedure             |        |                                |
| 39                              | - discipline            |        |                                |
|                                 | <u>Language</u>         |        |                                |
| 40                              | - implicit              |        |                                |
| 41                              | - function              |        |                                |
| 42                              | - discourse             |        |                                |
| 43                              | - sociolinguistic       |        |                                |
|                                 | <u>Other topics</u>     |        |                                |
|                                 | <u>Narrow</u>           |        |                                |
| 44                              | - personal/biographical |        |                                |
| 45                              | - other                 |        |                                |
|                                 | <u>Limited</u>          |        |                                |
| 46                              | - personal              |        |                                |
| 47                              | - routine/social        |        |                                |
| 48                              | - family/community      |        |                                |
| 49                              | - school                |        |                                |
| 50                              | - other                 |        |                                |
|                                 | <u>Broad</u>            |        |                                |
| 51                              | - abstract              |        |                                |
| 52                              | - personal reference    |        |                                |
| 53                              | - imagination/world     |        |                                |
| 54                              | - world                 |        |                                |
| 55                              | - other                 |        |                                |



## COLT ANALYSIS SHEETS

PART B - CATEGORIES WITH HIGH COMMUNICATIVE ORIENTATION

| CATEGORIES     |                                      | EVENTS | CONVERSION T<br>RATE PER HOU |
|----------------|--------------------------------------|--------|------------------------------|
| <u>TEACHER</u> |                                      |        |                              |
| 70             | USE OF L2                            | 8      | 20                           |
|                | INFORMATION GAP                      |        |                              |
| 71             | - giving information - unpredictable |        |                              |
| 72             | - requesting information - genuine   |        |                              |
| 73             | SUSTAINED SPEECH - SUSTAINED         | 1      | 3                            |
|                | INCORPORATION OF S UTTERANCES        |        |                              |
| 74             | - paraphrase                         |        |                              |
| 75             | - comment                            | 1      | 3                            |
| 76             | - expansion                          |        |                              |
| 77             | - elaboration                        |        |                              |
| <u>STUDENT</u> |                                      |        |                              |
| 78             | USE OF L2                            | 8      | 20                           |
| 79             | DISCOURSE INITIATION                 |        |                              |
|                | INFORMATION GAP                      |        |                              |
| 80             | - giving information - unpredictable |        |                              |
| 81             | - requesting information - genuine   |        |                              |
| 82             | SUSTAINED SPEECH - sustained         |        |                              |
| 83             | FORM RESTRICTION - unrestricted      |        |                              |
|                | INCORPORATION OF S/T UTTERANCES      |        |                              |
| 84             | - paraphrase                         |        |                              |
| 85             | - comment                            |        |                              |
| 86             | - expansion                          |        |                              |
| 87             | - elaboration                        |        |                              |
| <u>TOTALS</u>  |                                      |        | 46                           |

## TEACHER 4 School Science CODING SHEET

SCHOOL School

TEACHER Lt

SUBJECT General Science

GRADE(S) Std 3

LESSON (Min) 15

DATE August 1985

OBSERVER R WILSON MTH

Part A

Page

| Col 1 | 2   | 3                    | 4     | 5    | 6          | 7        | 8        | 9   | 10            | 11       | 12     | 13      | 14    | 15      | 16               | 17      | 18        | 19       | 20                | 21      | 22    | 23   | 24    | 25     | 26  | 27        | 28         | 29        | 30           | 31           | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 |  |  |  |  |
|-------|---|----------------------|-------|------|------------|----------|----------|-----|---------------|----------|--------|---------|-------|---------|------------------|---------|-----------|----------|-------------------|---------|-------|------|-------|--------|-----|-----------|------------|-----------|--------------|--------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|--|--|
| TIME  | ACTIVITIES  | PARTIC. ORGANIZATION |       |      |            |          |          | MAN | C O N T E N T |          |        |         |       |         | STUDENT MODALITY |         |           |          | M A T E R I A L S |         |       |      |       |        | Use |           |            |           |              |              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
|       |   | Class                | Group | Comb | Discipline | LANGUAGE |          |     | OTHER TOPICS  |          |        |         |       |         | TOPIC CONTROL    |         | Listening | Speaking | Reading           | Writing | Other | Type |       |        |     |           |            |           |              |              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
|       |   |                      |       |      |            | Form     | Function |     | Discourse     | Soc Ling | NARROW | LIMITED | BROAD | Teacher | Teacher/Stud     | Student |           |          |                   |         |       | Text | Audio | Visual |     | Pedagogic | Semi-Pedag | Non-Pedag | High Control | Semi Control |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| 1     | Teacher checks background knowledge from pupils     | 1                    |       |      |            |          |          |     |               |          |        |         |       |         |                  |         |           |          |                   |         |       |      |       |        |     |           |            |           |              |              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| 5     | Puts up a picture of part of a tract                | 1                    |       |      |            |          |          |     |               |          |        |         |       |         |                  |         |           |          |                   |         |       |      |       |        |     |           |            |           |              |              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| 15    | Discusses with the class reasons for declining rate | 1                    |       |      |            |          |          |     |               |          |        |         |       |         |                  |         |           |          |                   |         |       |      |       |        |     |           |            |           |              |              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
| 16    | end lesson  |                      |       |      |            |          |          |     |               |          |        |         |       |         |                  |         |           |          |                   |         |       |      |       |        |     |           |            |           |              |              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |
|       | Totals  | 3                    | 2     |      |            |          |          |     |               |          |        |         |       |         |                  |         |           |          |                   |         |       |      |       |        |     |           |            |           |              |              |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |  |  |

EACHER 4

CONTEXT: School

LESSON General Science

TIME 15 min

CONVERSION 0.25

223

COLT ANALYSIS SHEETS

PART A - CATEGORIES WITH LOW COMMUNICATIVE ORIENTATION

CATEGORIES

PARTICIPANT ORGANIZATION

- 1 - T - S/C
- 2 - Choral
- 3 - combined - individual

CONTENT

Language

- 4 - form

Other topics

Narrow

- 5 - classroom
- 6 - stereotype

- 7 Topic control - teacher

STUDENT MODALITY - without information gaps

- 8 - listening
- 9 - speaking
- 10 - reading
- 11 - writing
- 12 - other

MATERIALS

Type

- 13 - text - minimal

- 14 - pedagogic

Use

- 15 - high control

TOTALS

| EVENTS | CONVERSION TO 10%<br>RATE PER HOUR |
|--------|------------------------------------|
| 3      | 12                                 |
| 2      | 8                                  |
|        |                                    |
|        |                                    |
|        |                                    |
|        |                                    |
|        |                                    |
| 3      | 12                                 |
|        |                                    |
|        |                                    |
| 1      | 4                                  |
| 1      | 4                                  |
|        |                                    |
|        |                                    |
|        |                                    |
|        |                                    |
|        |                                    |
|        |                                    |
| 2      | 8                                  |
|        |                                    |
|        |                                    |
| 1      | 4                                  |
|        |                                    |
|        | 52                                 |

COLT ANALYSIS SHEETS  
PART B - CATEGORIES WITH LOW COMMUNICATIVE ORIENTATION

| CATEGORIES     |                                    | EVENTS | CONVERSION<br>RATE PER HOUR |
|----------------|------------------------------------|--------|-----------------------------|
| <u>TEACHER</u> |                                    |        |                             |
| 16             | USE OF L1                          |        |                             |
|                | INFORMATION GAP                    |        |                             |
| 17             | - giving information - predictable |        |                             |
| 18             | - requesting information - pseudo  | 4      | 16                          |
| 19             | SUSTAINED SPEECH - minimal         |        |                             |
| 20             | EXPLICIT CODE REACTION             | 2      | 8                           |
|                | INCORPORATION OF S UTTERANCES      |        |                             |
| 21             | - no incorporation                 |        |                             |
| 22             | - repetition                       | 2      | 8                           |
| <u>STUDENT</u> |                                    |        |                             |
| 23             | CHORAL                             |        |                             |
| 24             | USE OF L1                          |        |                             |
|                | INFORMATION GAP                    |        |                             |
| 25             | - giving information - predictable | 4      | 16                          |
| 26             | - requesting information - pseudo  |        |                             |
|                | SUSTAINED SPEECH -                 |        |                             |
| 27             | - ultramiminal                     | 4      | 16                          |
| 28             | - minimal                          | 2      | 8                           |
|                | FORM RESTRICTION                   |        |                             |
| 29             | - restricted                       |        |                             |
| 30             | - limited                          | 5      | 20                          |
| 31             | EXPLICIT CODE REACTION             |        |                             |
|                | INCORPORATION OF S/T UTTERANCES    |        |                             |
| 32             | - no incorporation                 | 6      | 24                          |
| 33             | - repetition                       |        |                             |
| <u>TOTALS</u>  |                                    |        | 66                          |



COLT ANALYSIS SHEETS  
PART A - CATEGORIES WITH HIGH COMMUNICATIVE ORIENTATION

| <u>CATEGORIES</u>               |                         | EVENTS | CONVERSION TO<br>RATE PER HOUR |
|---------------------------------|-------------------------|--------|--------------------------------|
| <u>PARTICIPANT ORGANIZATION</u> |                         |        |                                |
| 34                              | S - S/C                 |        |                                |
|                                 | <u>Group</u>            |        |                                |
| 35                              | - same                  |        |                                |
| 36                              | - different             |        |                                |
|                                 | <u>Combined</u>         |        |                                |
| 37                              | - GR/IND                |        |                                |
|                                 | <u>CONTENT</u>          |        |                                |
|                                 | <u>Management</u>       |        |                                |
| 38                              | - procedure             |        |                                |
| 39                              | - discipline            |        |                                |
|                                 | <u>Language</u>         |        |                                |
| 40                              | - implicit              |        |                                |
| 41                              | - function              |        |                                |
| 42                              | - discourse             |        |                                |
| 43                              | - sociolinguistic       |        |                                |
|                                 | <u>Other topics</u>     |        |                                |
|                                 | <u>Narrow</u>           |        |                                |
| 44                              | - personal/biographical |        |                                |
| 45                              | - other                 |        |                                |
|                                 | <u>Limited</u>          |        |                                |
| 46                              | - personal              |        |                                |
| 47                              | - routine/social        |        |                                |
| 48                              | - family/community      |        |                                |
| 49                              | - school                |        |                                |
| 50                              | - other                 | 3      | 12                             |
|                                 | <u>Broad</u>            |        |                                |
| 51                              | - abstract              |        |                                |
| 52                              | - personal reference    |        |                                |
| 53                              | - imagination/world     |        |                                |
| 54                              | - world                 |        |                                |
| 55                              | - other                 |        |                                |

|  |                   |
|--|-------------------|
| <u>Topic control</u>                         |                   |
| 56   | - teacher-student |
| 57   | - student         |
| <u>Student modality with information gap</u> |                   |
| 58   | - listening       |
| 59   | - speaking        |
| 60   | - reading         |
| 61   | - writing         |
| 62   | - other           |
| <u>Materials</u>                             |                   |
| <u>Type</u>                                  |                   |
| 63   | - text-extended   |
| 64   | - audio           |
| 65   | - visual          |
| 66   | - semi-pedagogic  |
| 67   | - non-pedagogic   |
| <u>Use</u>                                   |                   |
| 68   | - semi-control    |
| 69   | - no control      |

T O T A L S

| EVENTS | CONVERSION T<br>RATE PER HOU |
|--------|------------------------------|
|        |                              |
|        |                              |
| 2      | 8                            |
| 2      | 8                            |
|        |                              |
|        |                              |
| 1      | 4                            |
|        |                              |
|        |                              |
| 1      | 4                            |
|        |                              |
|        |                              |
|        |                              |
|        | 36                           |

## COLT ANALYSIS SHEETS

PART B - CATEGORIES WITH HIGH COMMUNICATIVE ORIENTATION

| CATEGORIES     |                                      | EVENTS | CONVERSION TO<br>RATE PER HOUR |
|----------------|--------------------------------------|--------|--------------------------------|
| <u>TEACHER</u> |                                      |        |                                |
| 70             | USE OF L2                            | 6      | 24                             |
|                | INFORMATION GAP                      |        |                                |
| 71             | - giving information - unpredictable | 1      | 4                              |
| 72             | - requesting information - genuine   | 2      | 8                              |
| 73             | SUSTAINED SPEECH - SUSTAINED         | 6      | 24                             |
|                | INCORPORATION OF S UTTERANCES        |        |                                |
| 74             | - paraphrase                         |        |                                |
| 75             | - comment                            | 4      | 16                             |
| 76             | - expansion                          |        |                                |
| 77             | - elaboration                        |        |                                |
| <u>STUDENT</u> |                                      |        |                                |
| 78             | USE OF L2                            | 6      | 24                             |
| 79             | DISCOURSE INITIATION                 |        |                                |
|                | INFORMATION GAP                      |        |                                |
| 80             | - giving information - unpredictable | 2      | 8                              |
| 81             | - requesting information - genuine   |        |                                |
| 82             | SUSTAINED SPEECH - sustained         |        |                                |
| 83             | FORM RESTRICTION - unrestricted      | 1      | 4                              |
|                | INCORPORATION OF S/T UTTERANCES      |        |                                |
| 84             | - paraphrase                         |        |                                |
| 85             | - comment                            |        |                                |
| 86             | - expansion                          |        |                                |
| 87             | - elaboration                        |        |                                |
| <u>TOTALS</u>  |                                      |        | 112                            |

APPENDIX 6d

WHEEL PROFILES OF LESSONS: DIAGRAMS 1-18

DIAGRAM 1

TEACHER 1: PROJECT  
LEAD-IN LESSON  
"How far is it?"  
LESSON 1

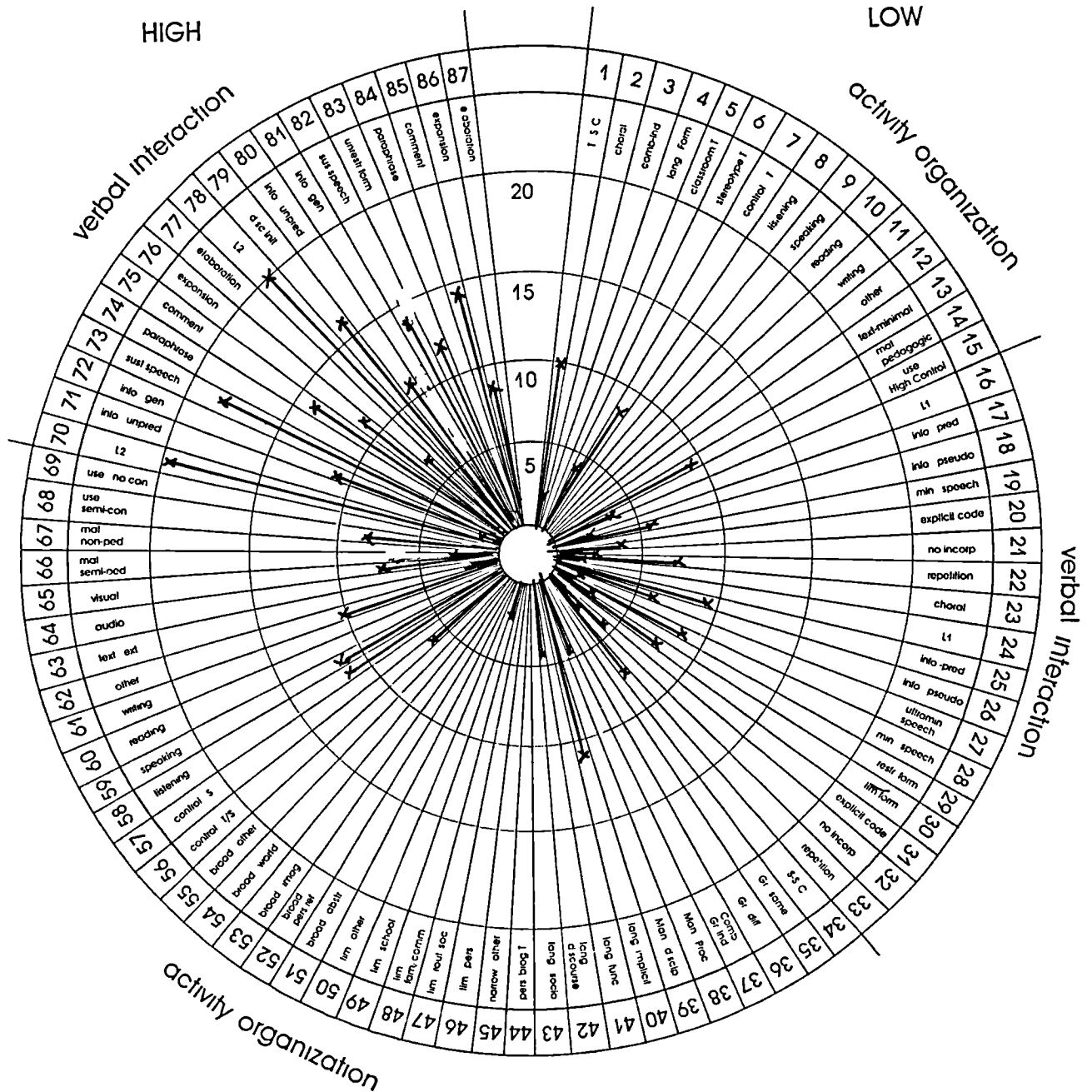


DIAGRAM OF FREQUENCY OF EVENTS  
C.O.L.T ANALYSIS  
TEACHER PROFILES



DIAGRAM 3

TEACHER 2 PROJECT  
LEAD-IN LESSON  
"Going to town"  
LESSON 2

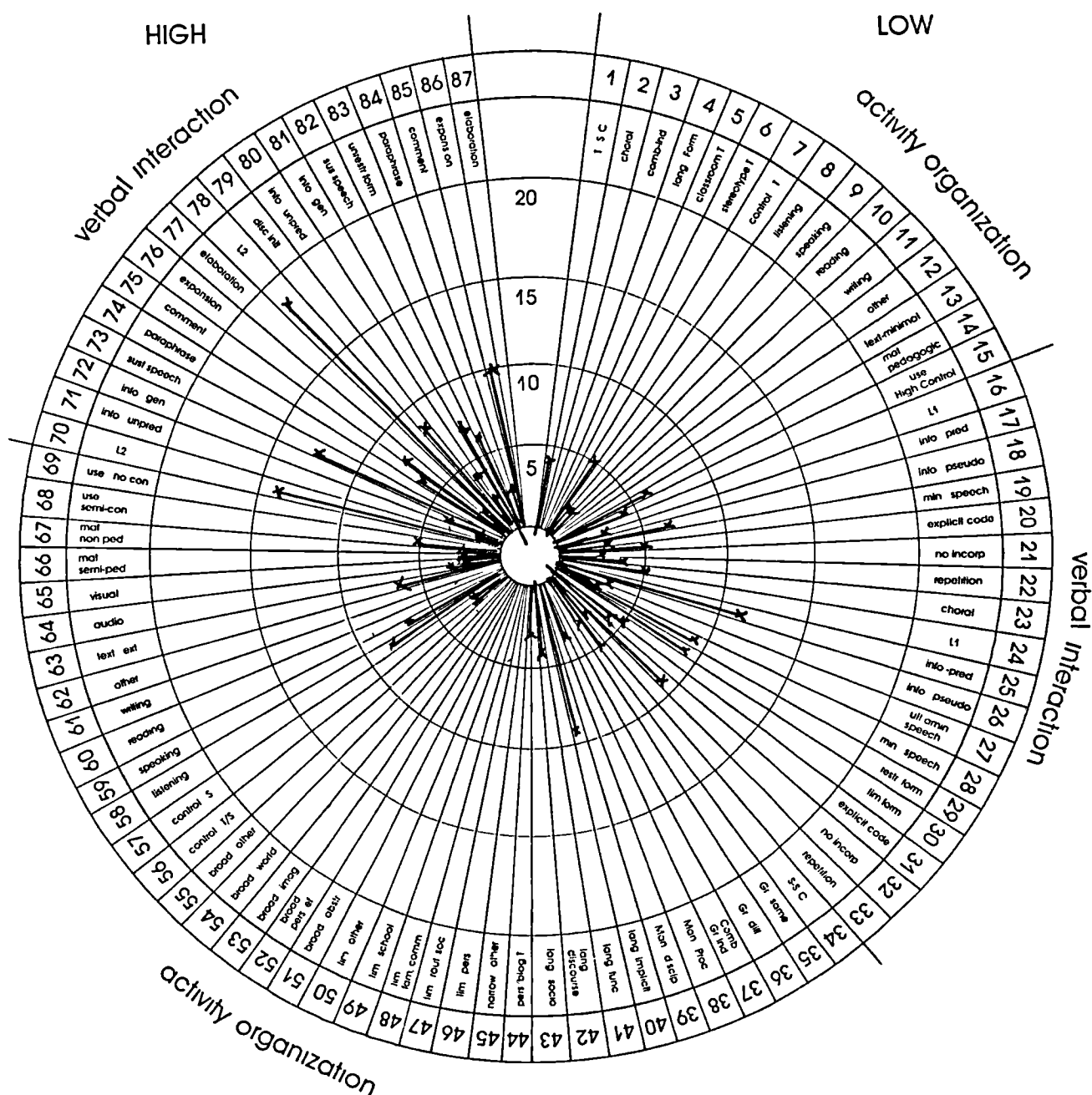


DIAGRAM OF FREQUENCY OF EVENTS  
C.O.L.T ANALYSIS  
TEACHER PROFILES

DIAGRAM 4

TEACHER 2 PROJECT  
LEAD-IN LESSON  
"Shopping"  
LESSON 3

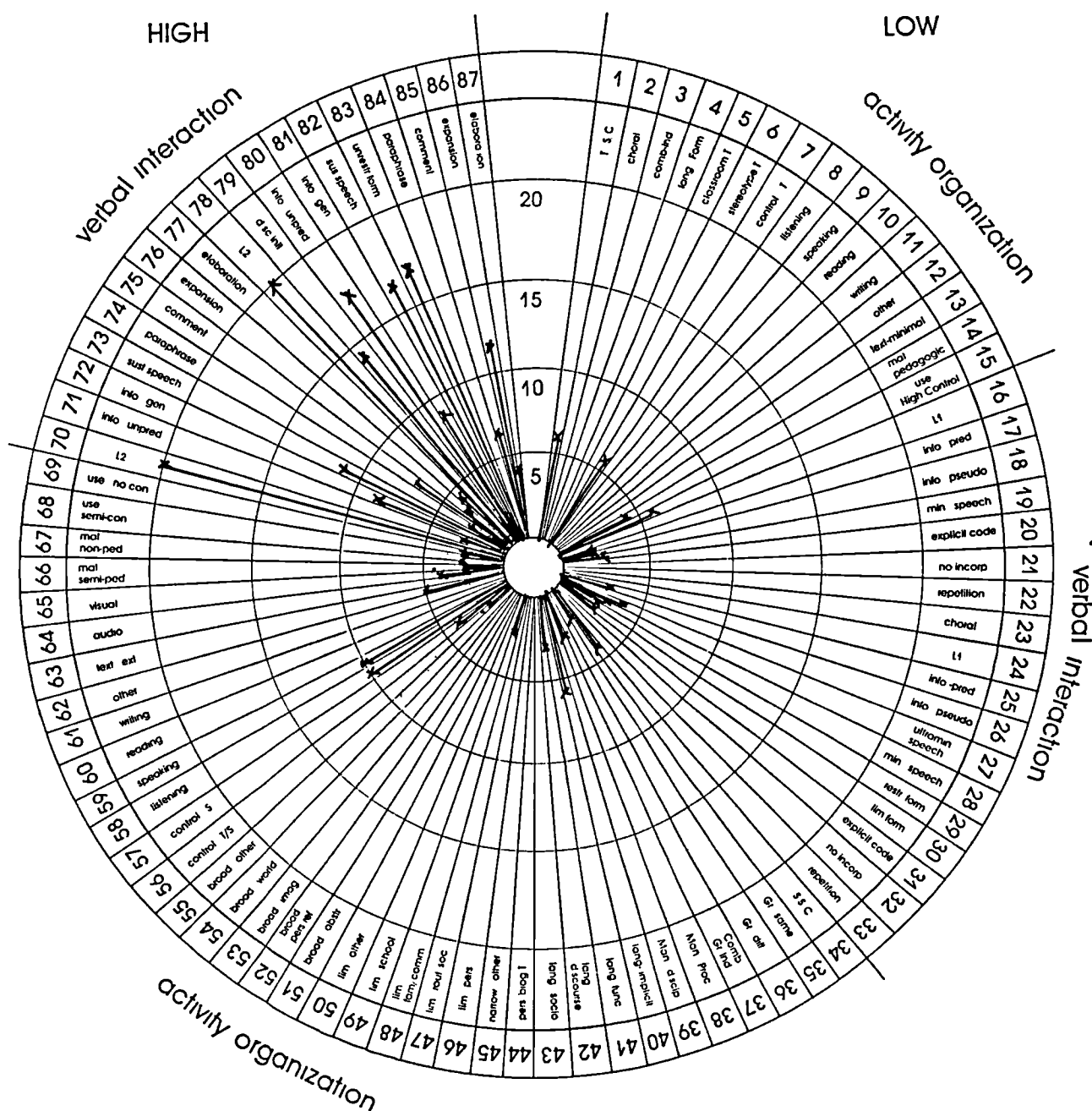


DIAGRAM OF FREQUENCY OF EVENTS  
C.O.L.T ANALYSIS  
TEACHER PROFILES



DIAGRAM 5

TEACHER 2 PROJECT  
LEAD-IN  
"How far is it?"  
LESSON 4

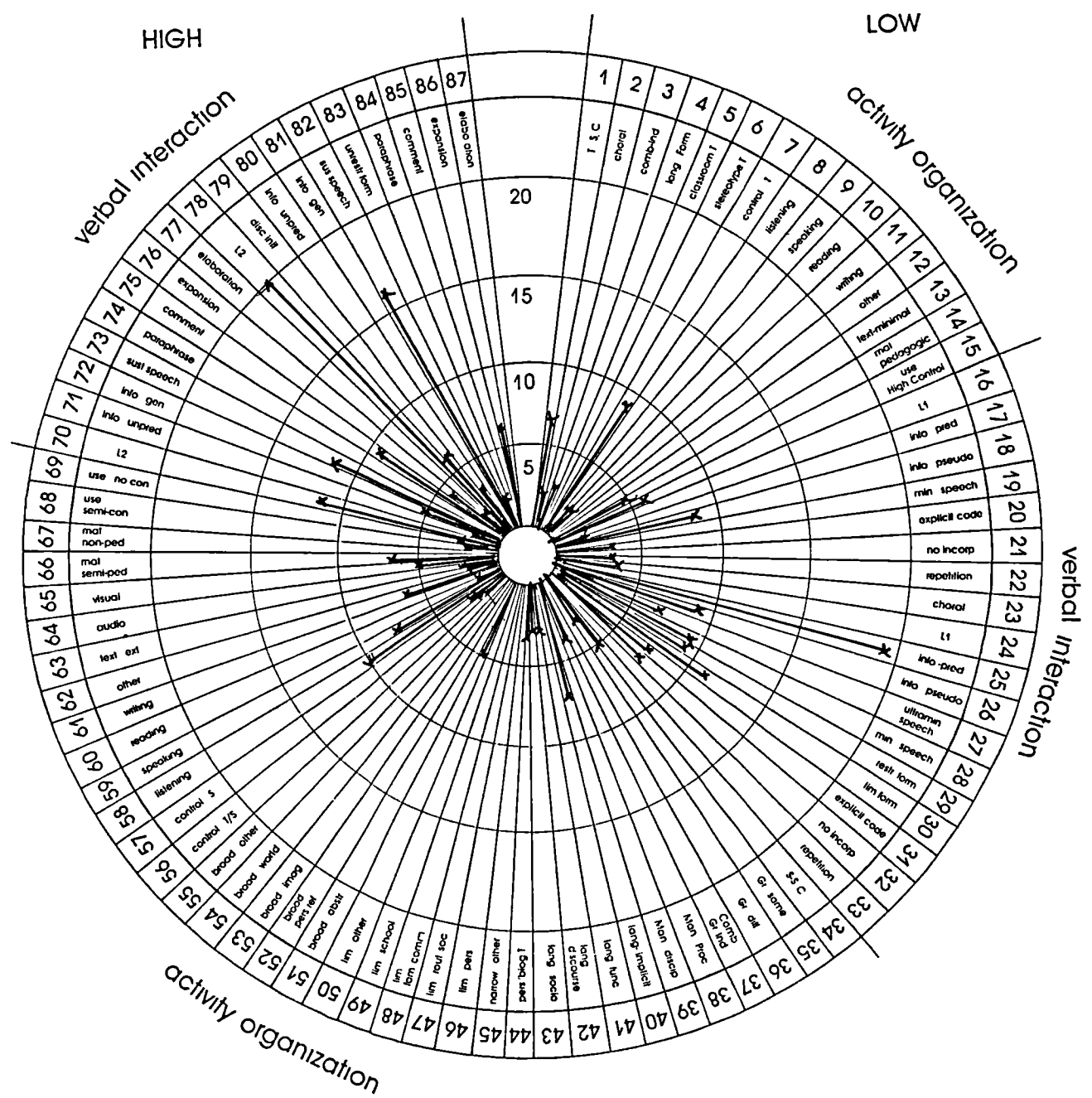


DIAGRAM OF FREQUENCY OF EVENTS  
C.O.L.T ANALYSIS  
TEACHER PROFILES

DIAGRAM 6

TEACHER 2 PROJECT  
ACCURATE REPRODUCTION  
"Where are the mice?"  
LESSON 5

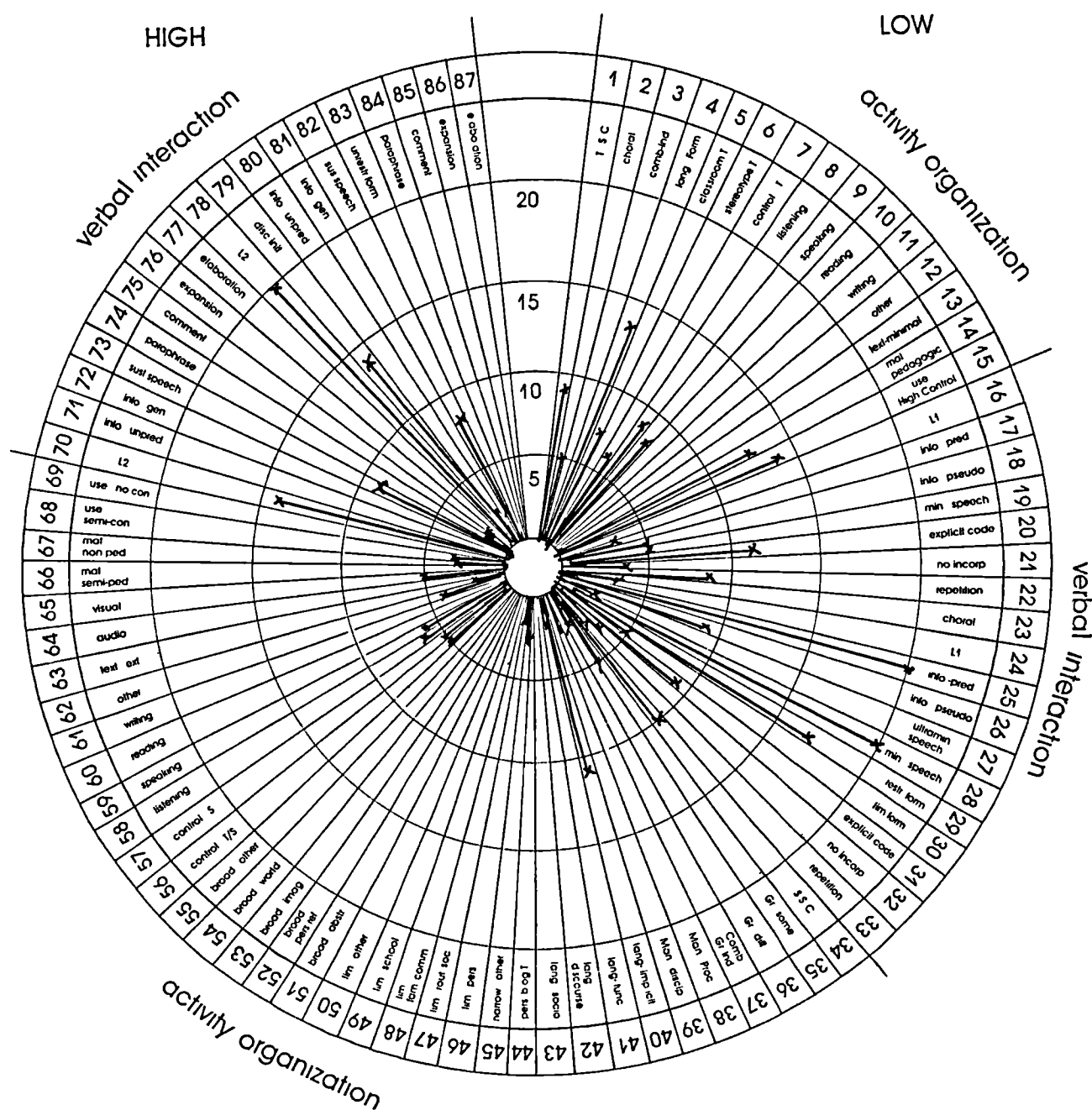


DIAGRAM OF FREQUENCY OF EVENTS  
C.O.L.T ANALYSIS  
TEACHER PROFILES

DIAGRAM 7

TEACHER 3: SCHOOL  
ENGLISH LESSON  
"Present Perfect"  
LESSON 1

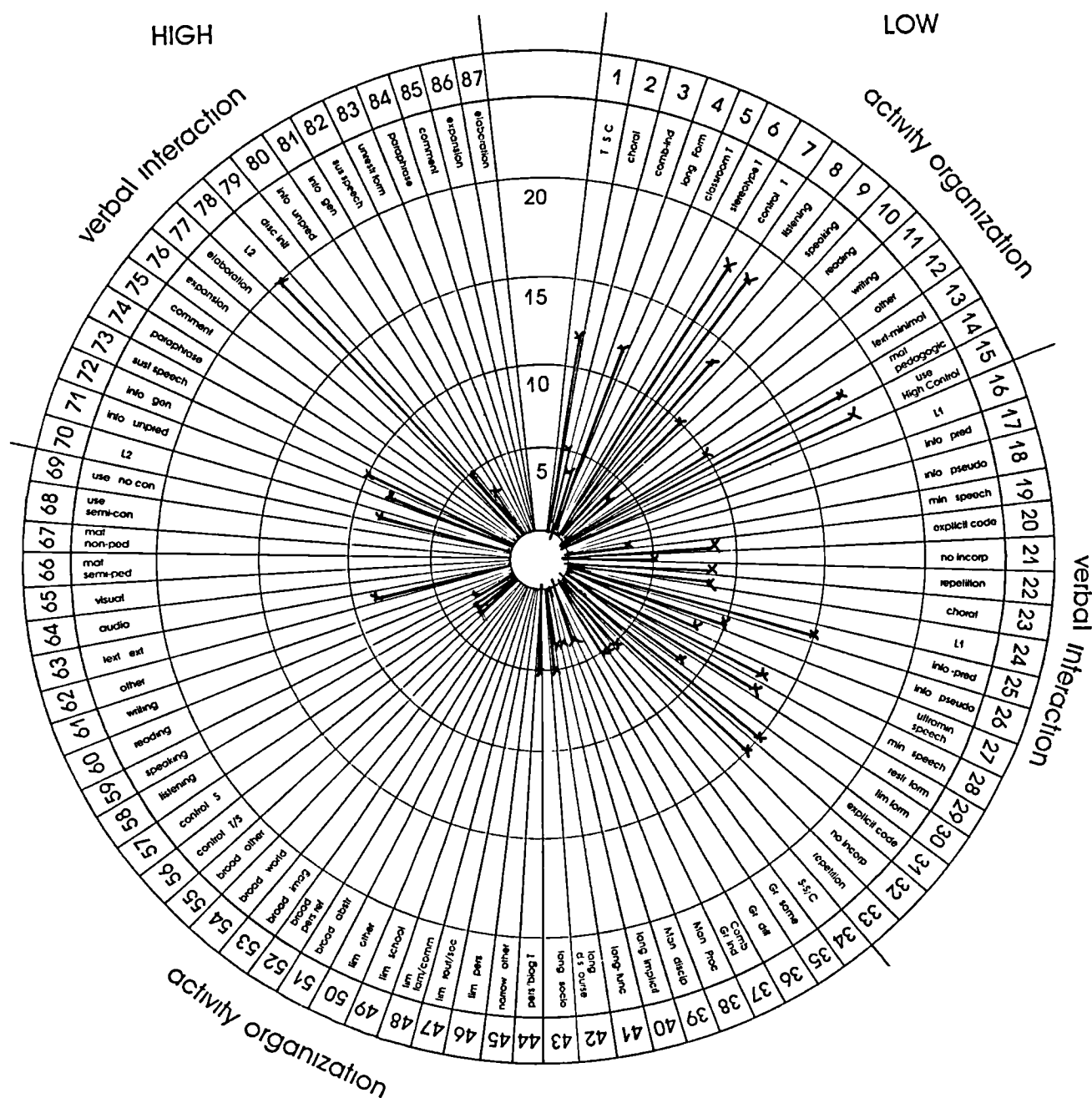


DIAGRAM OF FREQUENCY OF EVENTS  
C.O.L.T ANALYSIS  
TEACHER PROFILES

DIAGRAM 8

TEACHER 3 SCHOOL  
ENGLISH LESSON  
"Comparatives"  
LESSON 2

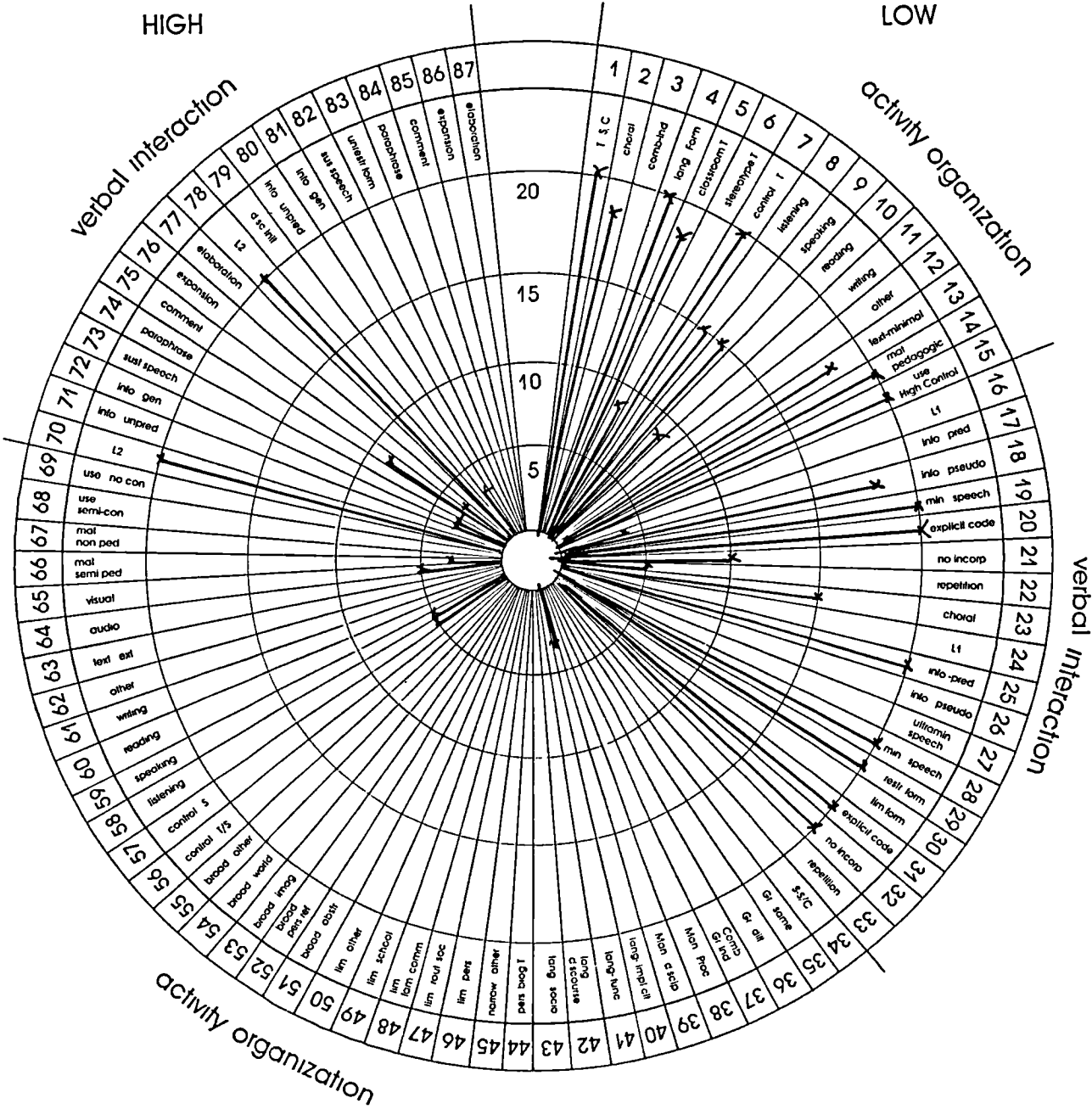


DIAGRAM OF FREQUENCY OF EVENTS  
C.O.L.T ANALYSIS  
TEACHER PROFILES

DIAGRAM 9

TEACHER 3 SCHOOL  
ENGLISH LESSON  
"Storytelling"  
LESSON 3

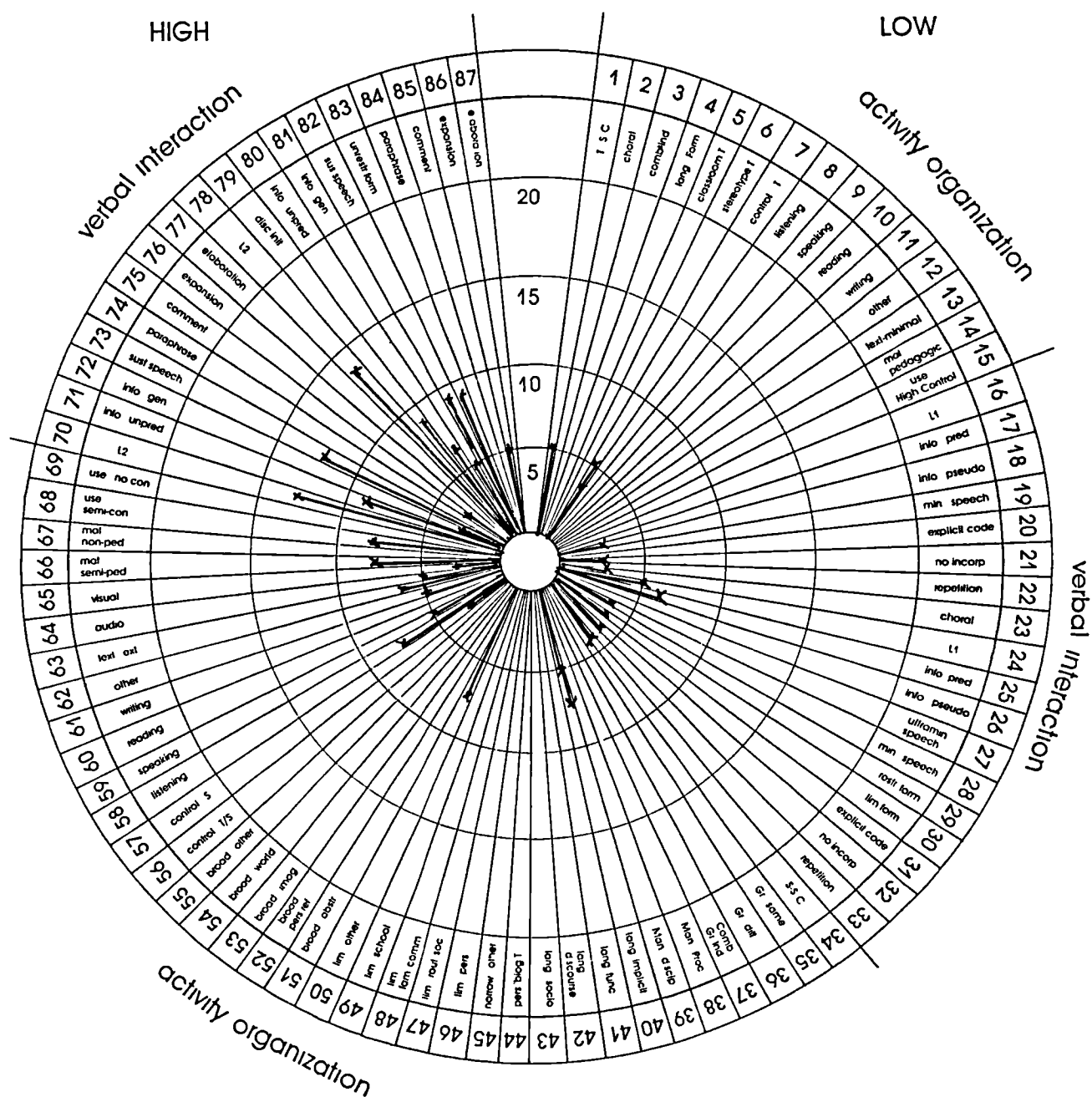


DIAGRAM OF FREQUENCY OF EVENTS  
C.O.L.T ANALYSIS  
TEACHER PROFILES

DIAGRAM 10

TEACHER 3 SCHOOL  
OTHER SUBJECTS  
"Geography"  
LESSON 9

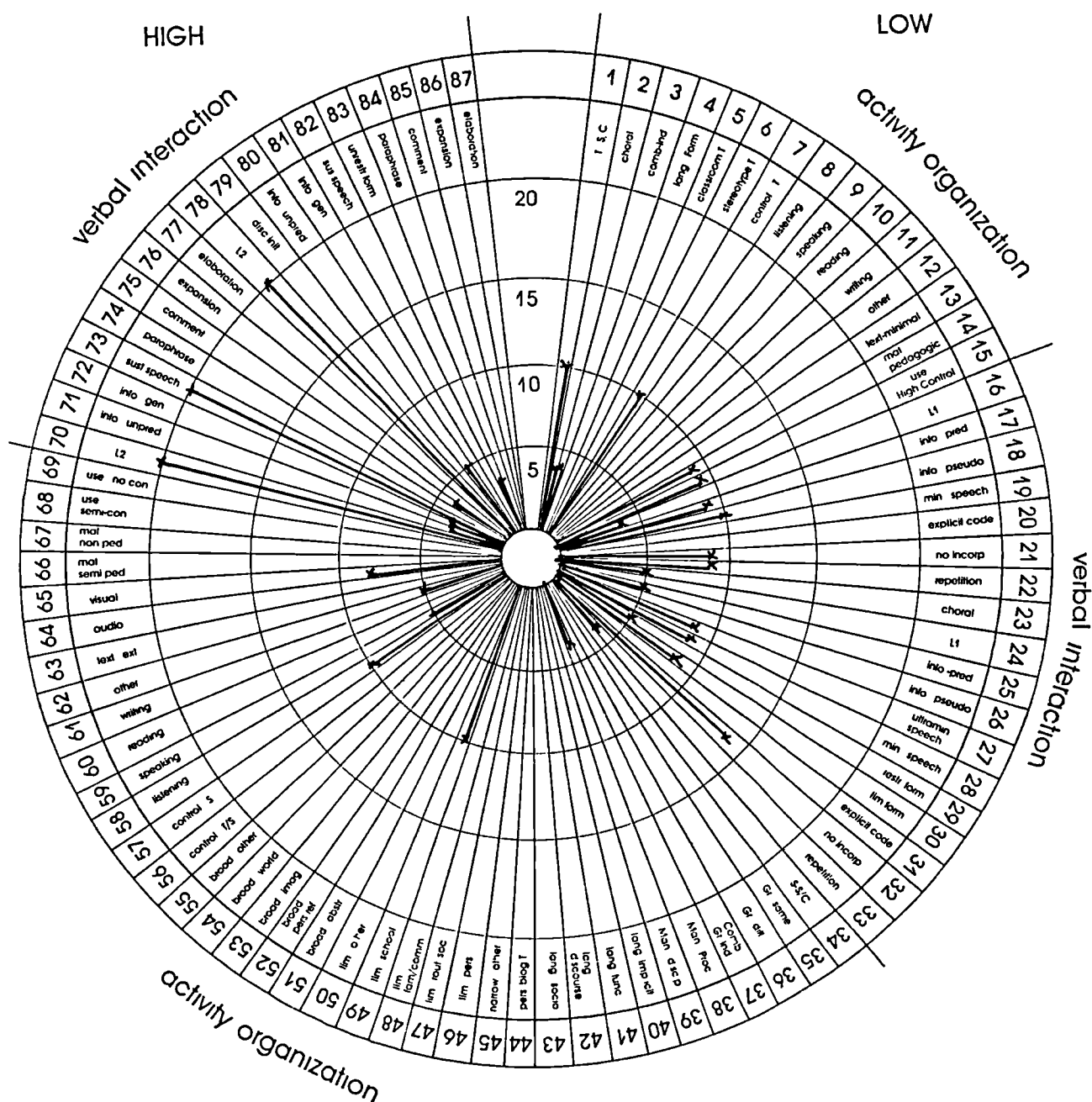


DIAGRAM OF FREQUENCY OF EVENTS  
C.O.L.T ANALYSIS  
TEACHER PROFILES

DIAGRAM 11

TEACHER 3 SCHOOL  
OTHER SUBJECTS  
"Science"  
LESSON 10

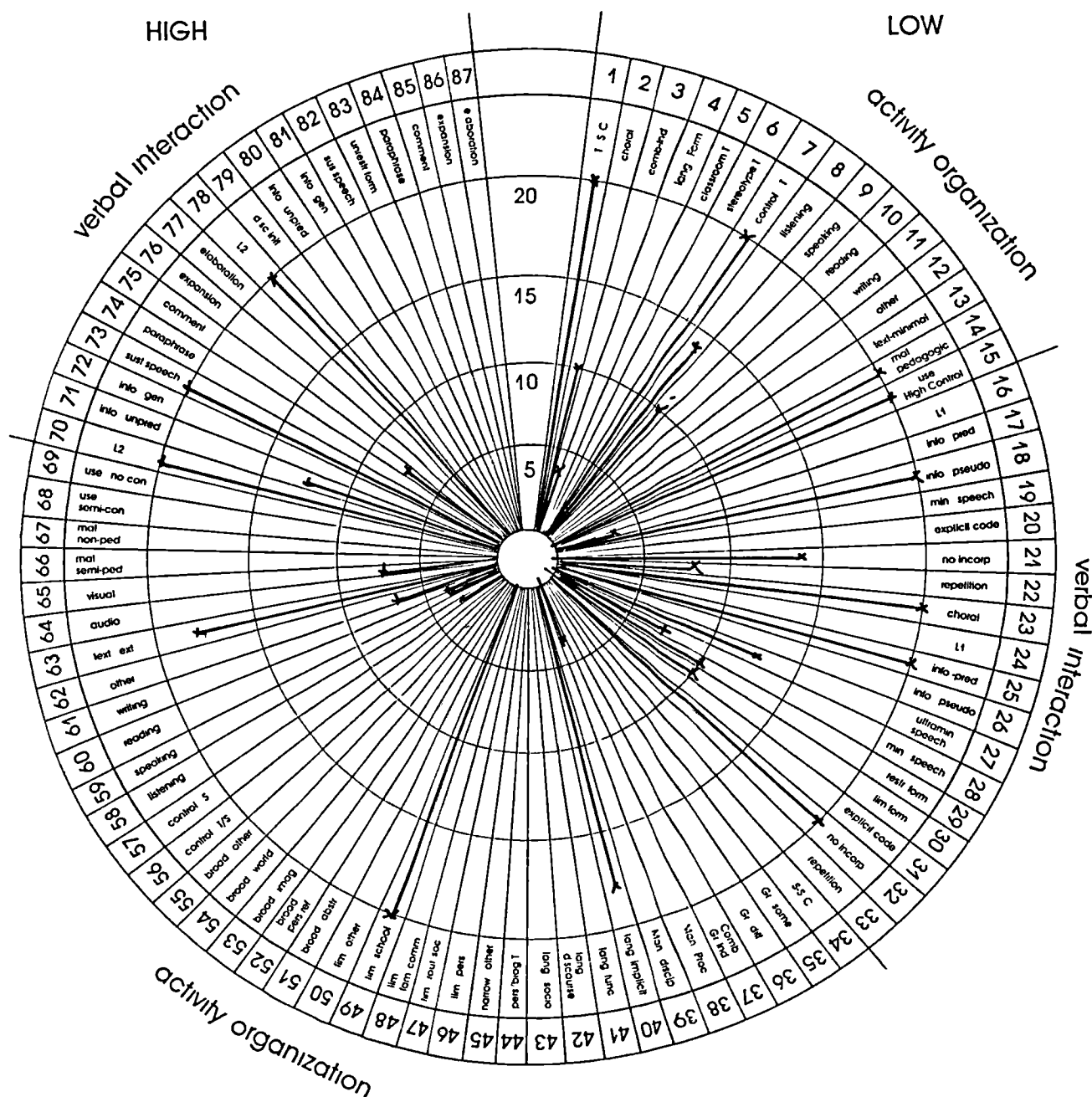


DIAGRAM OF FREQUENCY OF EVENTS  
C.O.L.T ANALYSIS  
TEACHER PROFILES

DIAGRAM 12

TEACHER 3 PROJECT  
ACCURATE REPRODUCTION  
"WHERE ARE THE MICE"

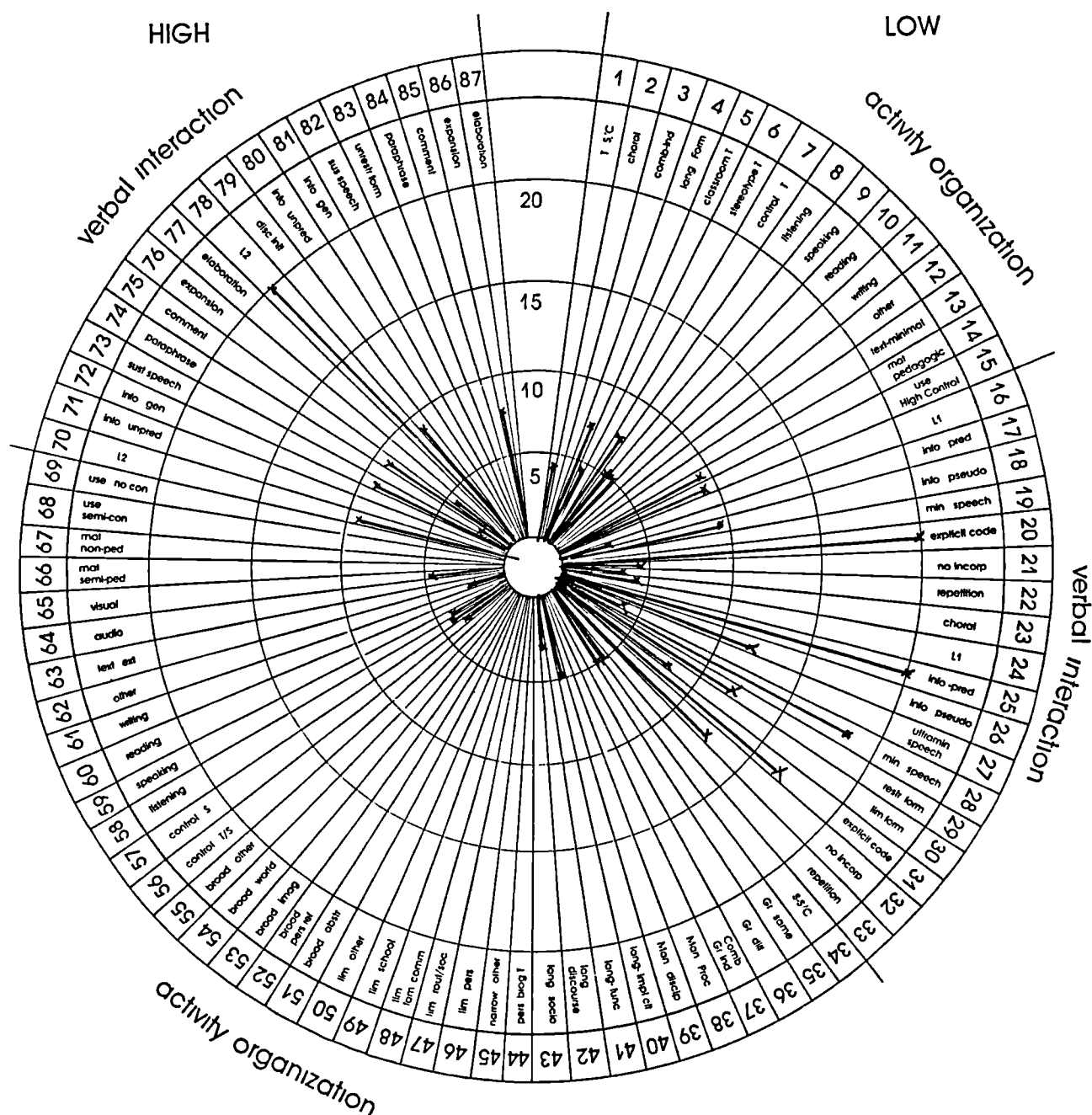


DIAGRAM OF FREQUENCY OF EVENTS  
C.O.L.T ANALYSIS  
TEACHER PROFILES



**DIAGRAM 13**

**TEACHER 3 PROJECT  
IMMEDIATE CREATIVITY  
"Hiding Objects"  
LESSON 8**

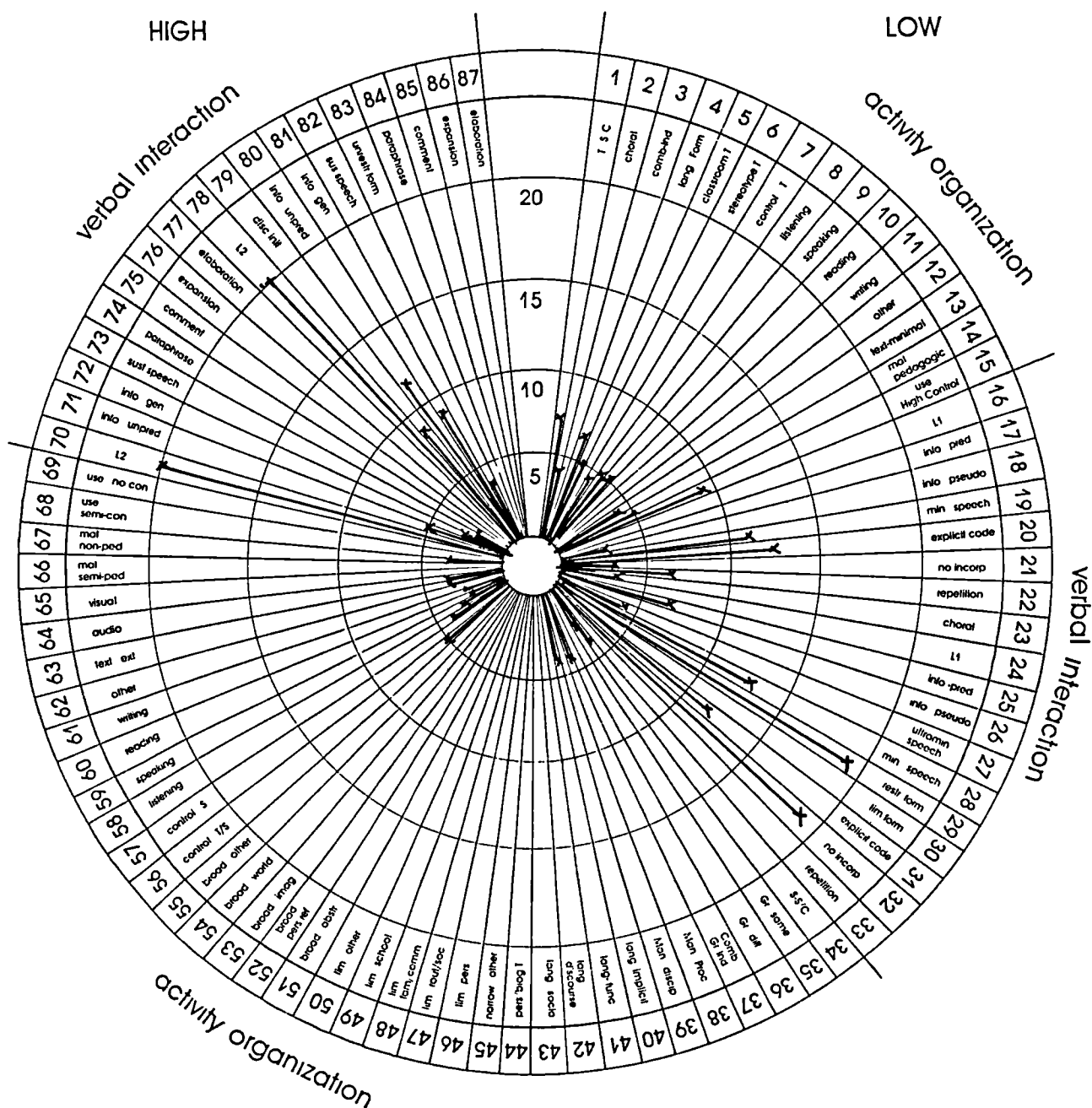


DIAGRAM 14

TEACHER 4 SCHOOL  
ENGLISH LESSON  
"Adjectives"  
LESSON 5

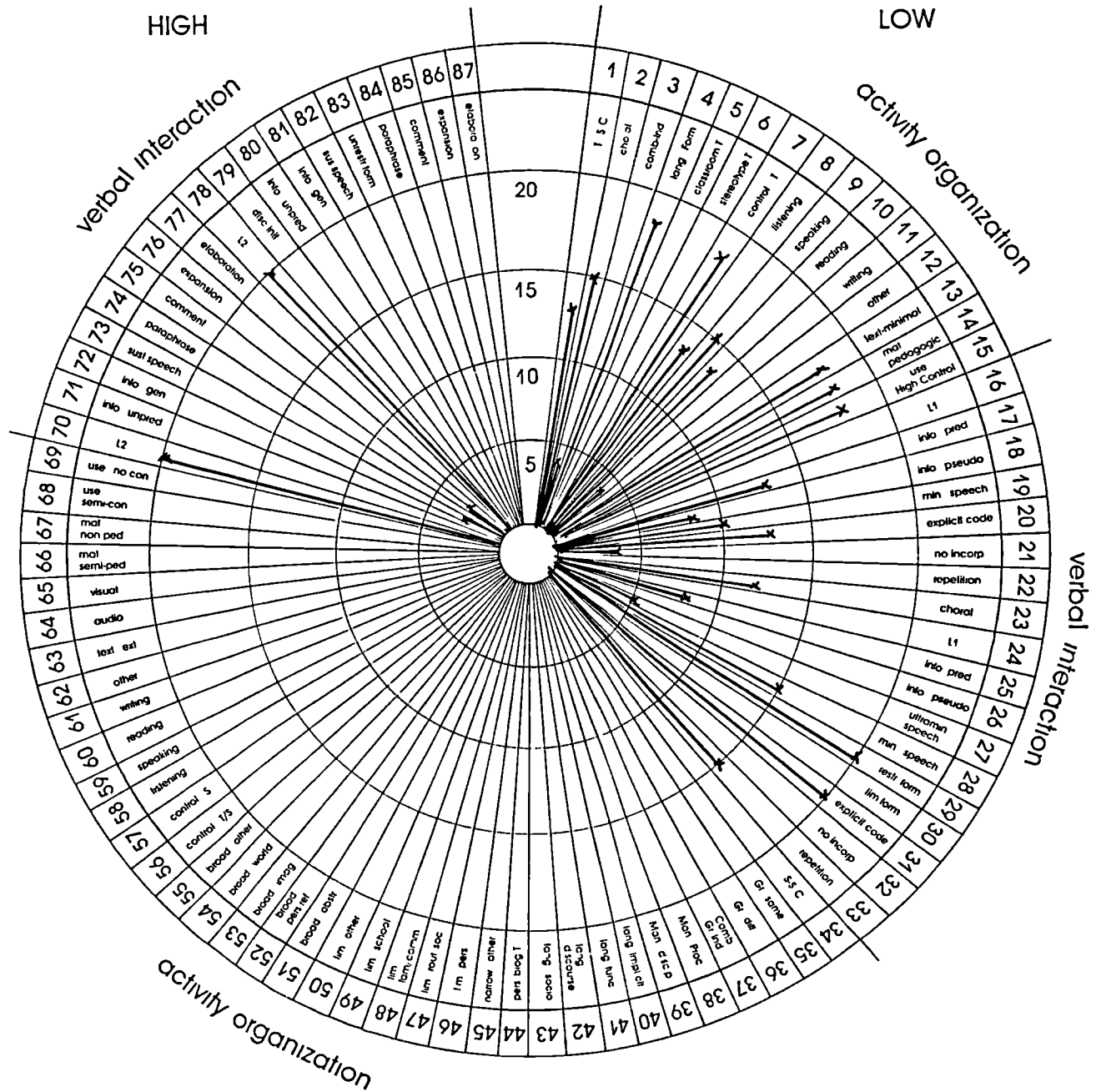


DIAGRAM OF FREQUENCY OF EVENTS  
C.O.L.T ANALYSIS  
TEACHER PROFILES

DIAGRAM 15

TEACHER 4. SCHOOL  
ENGLISH LESSON  
"Negatives"  
LESSON 6

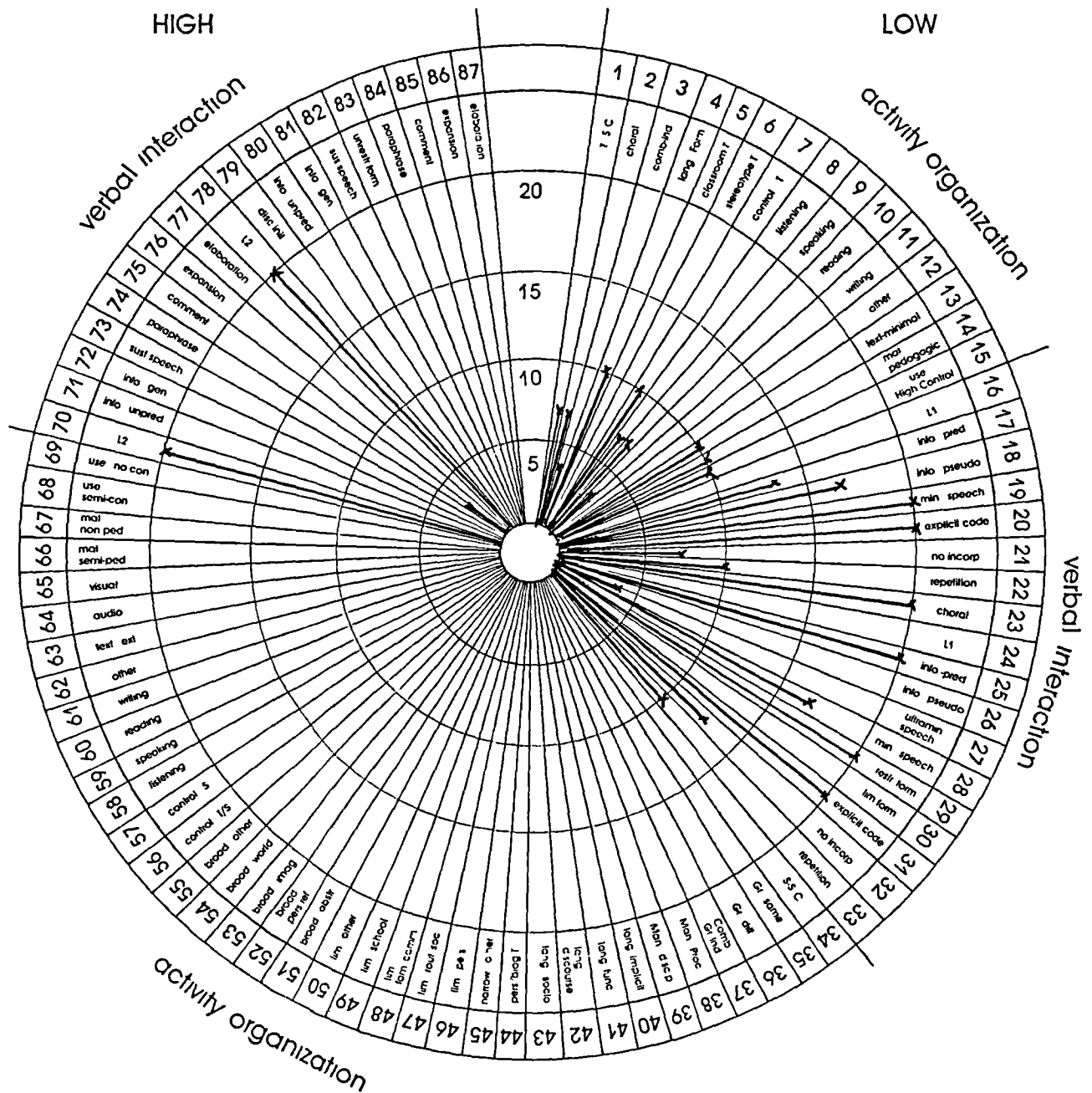


DIAGRAM OF FREQUENCY OF EVENTS  
C.O.L.T ANALYSIS  
TEACHER PROFILES

DIAGRAM 16

TEACHER 4 SCHOOL  
ENGLISH LESSON  
"Reading Comprehension"  
LESSON 4

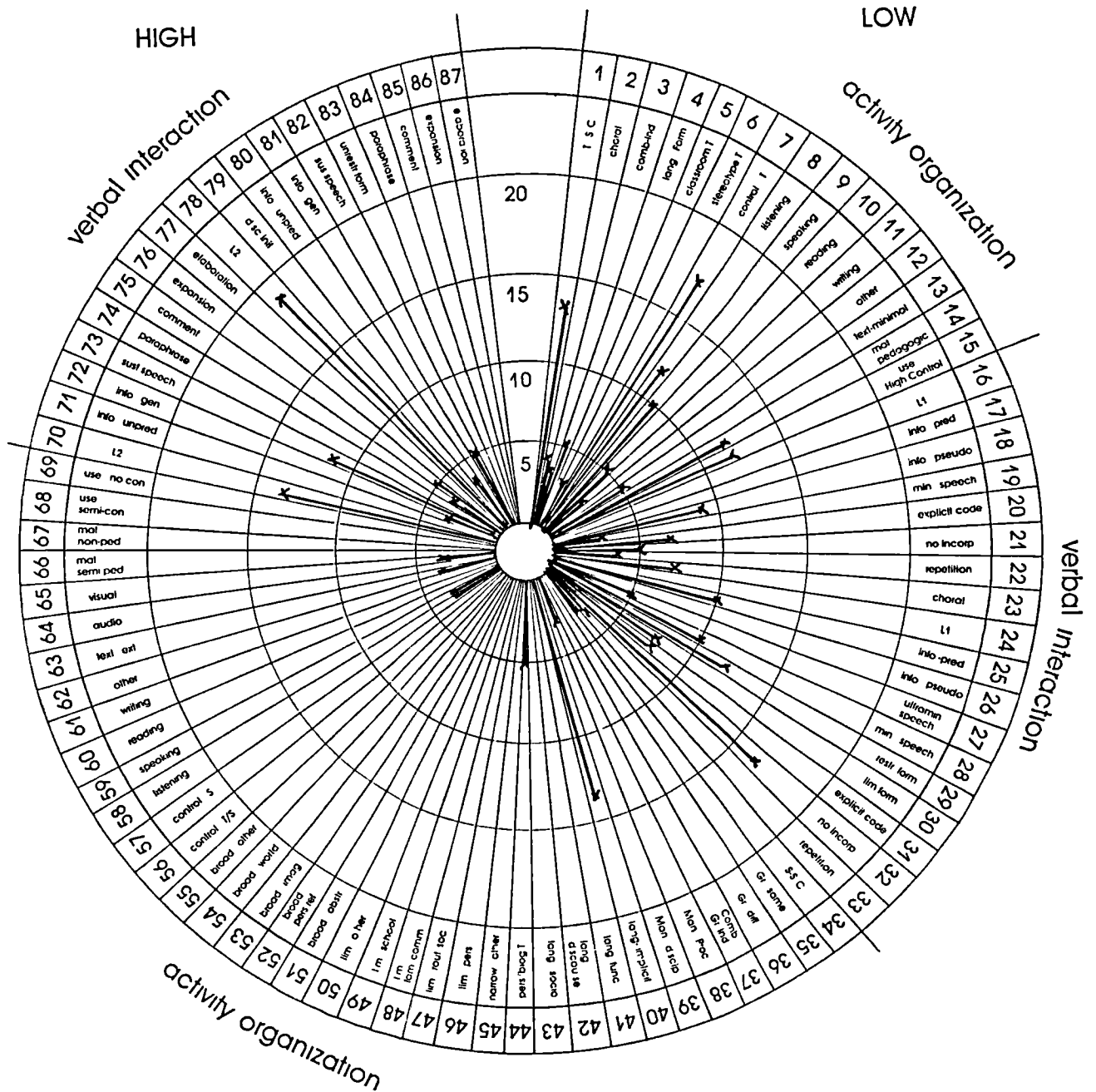


DIAGRAM OF FREQUENCY OF EVENTS  
C.O.L.T ANALYSIS  
TEACHER PROFILES

DIAGRAM 17

TEACHER 4 SCHOOL  
OTHER SUBJECTS  
"Health Education"  
LESSON 8

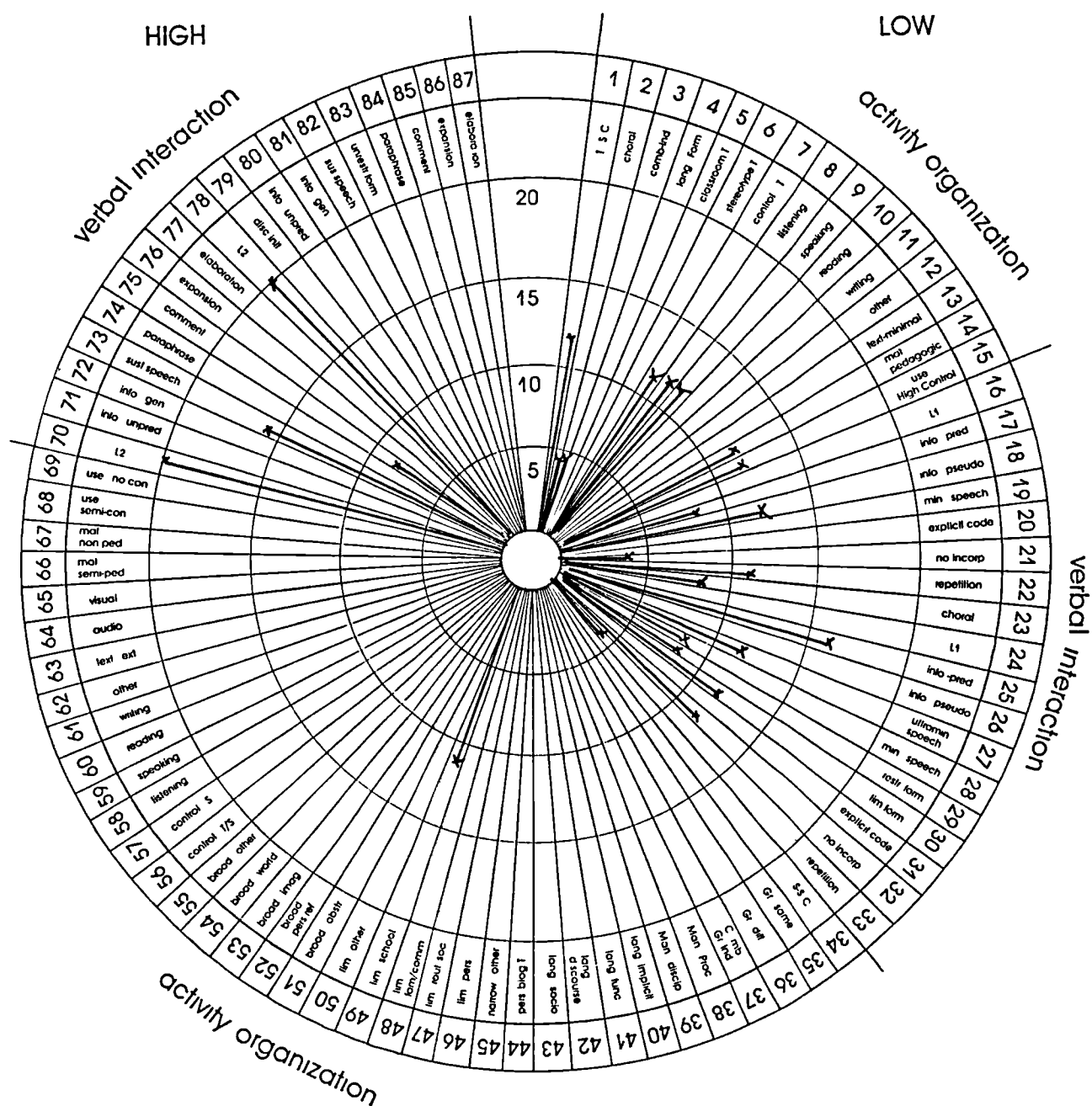


DIAGRAM OF FREQUENCY OF EVENTS  
C.O.L.T ANALYSIS  
TEACHER PROFILES

DIAGRAM 18

TEACHER 4 SCHOOL  
OTHER SUBJECTS  
"Science"  
LESSON 7

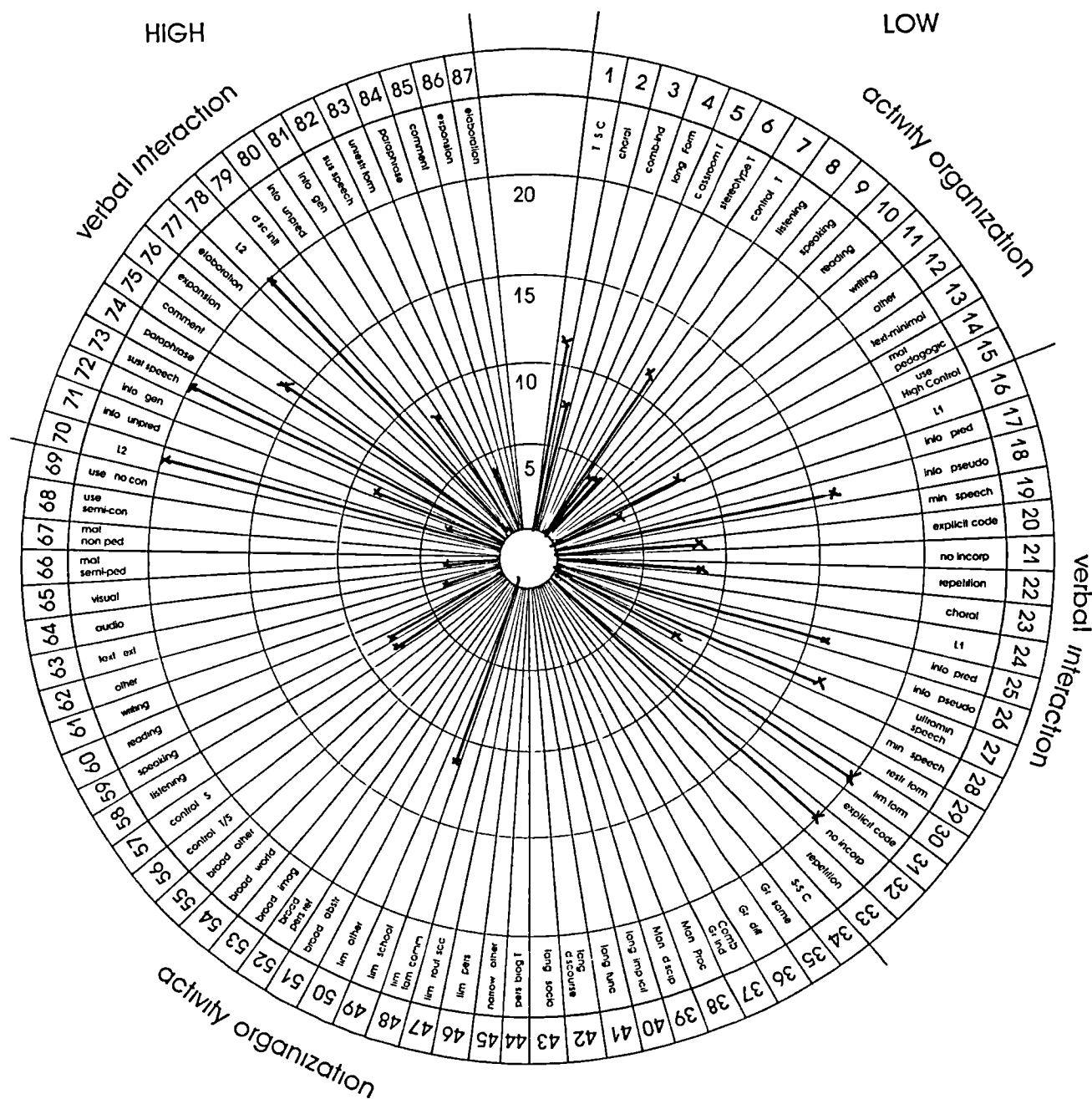
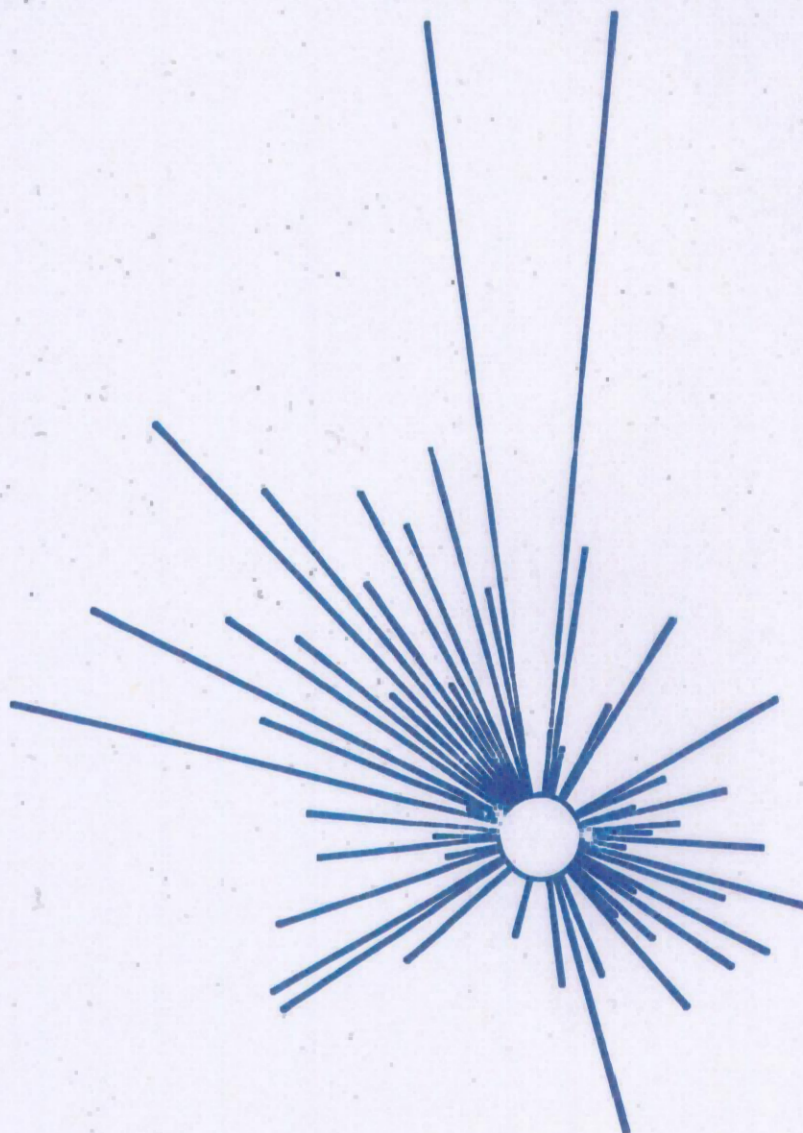


DIAGRAM OF FREQUENCY OF EVENTS  
C.O.L.T ANALYSIS  
TEACHER PROFILES

APPENDIX 6e

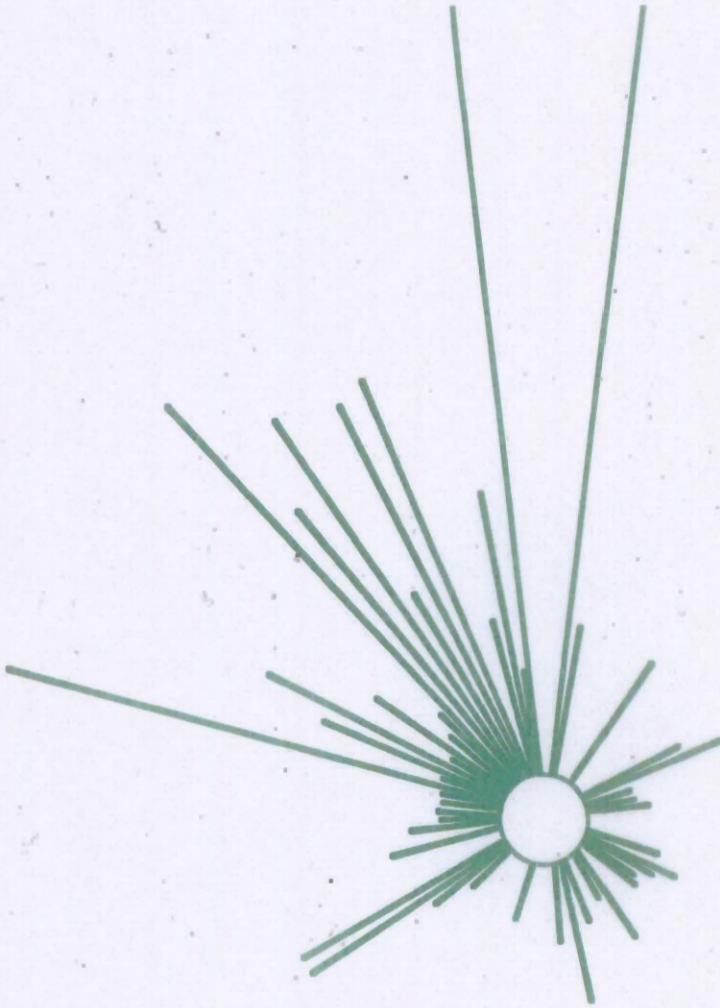
OVERLAYS OF TEACHERS' LESSONS ON THE WHEEL  
PROFILE

**TEACHER 1: PROJECT  
LEAD-IN  
"How far is it?"**



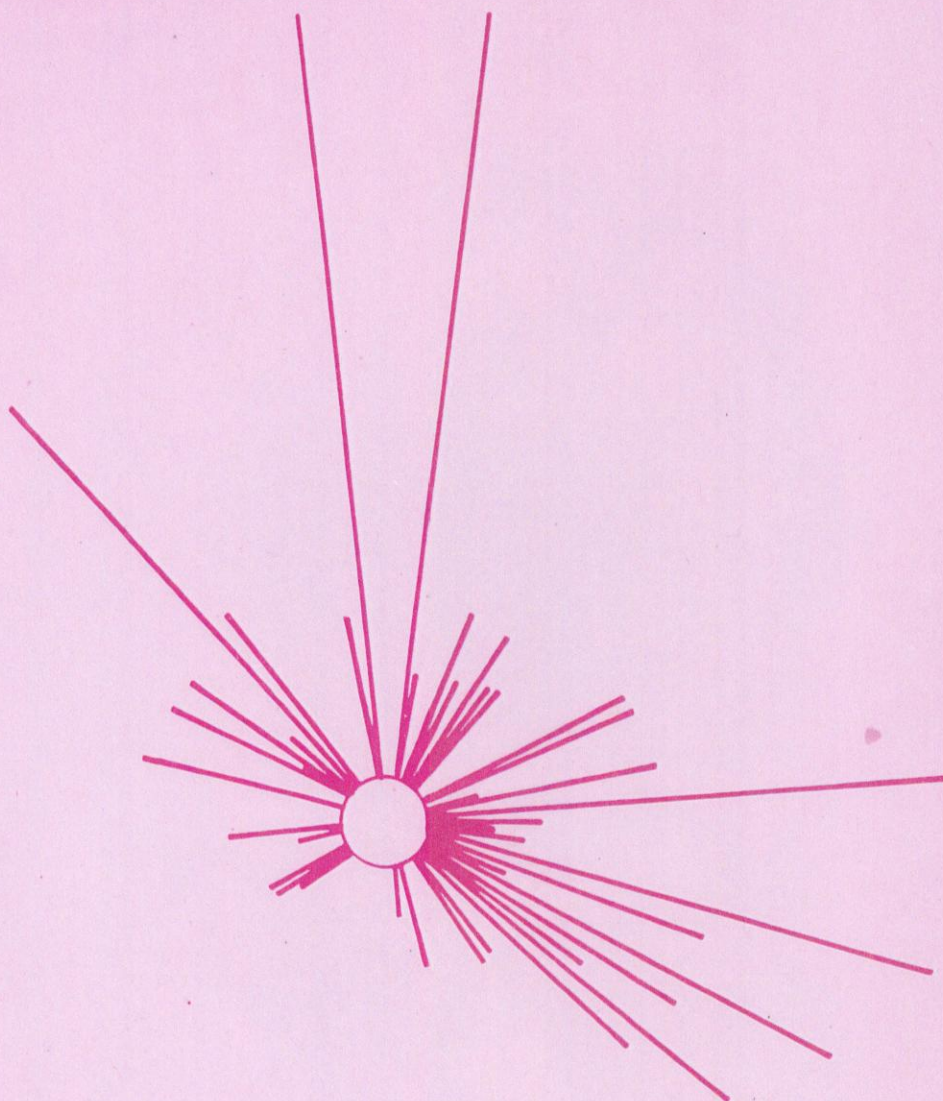


TEACHER 2: PROJECT  
LEAD-IN LESSON  
"Shopping"



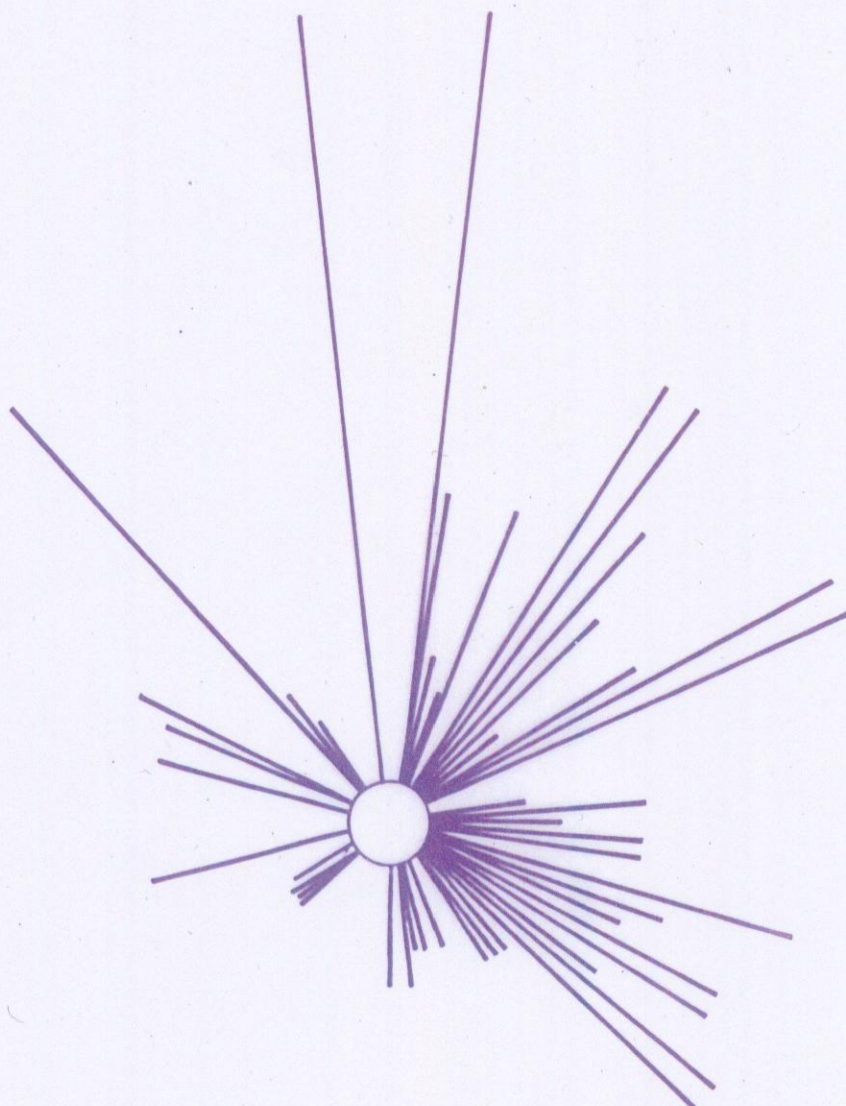


TEACHER 3: PROJECT  
ACCURATE REPRODUCTION  
"WHERE ARE THE MICE"



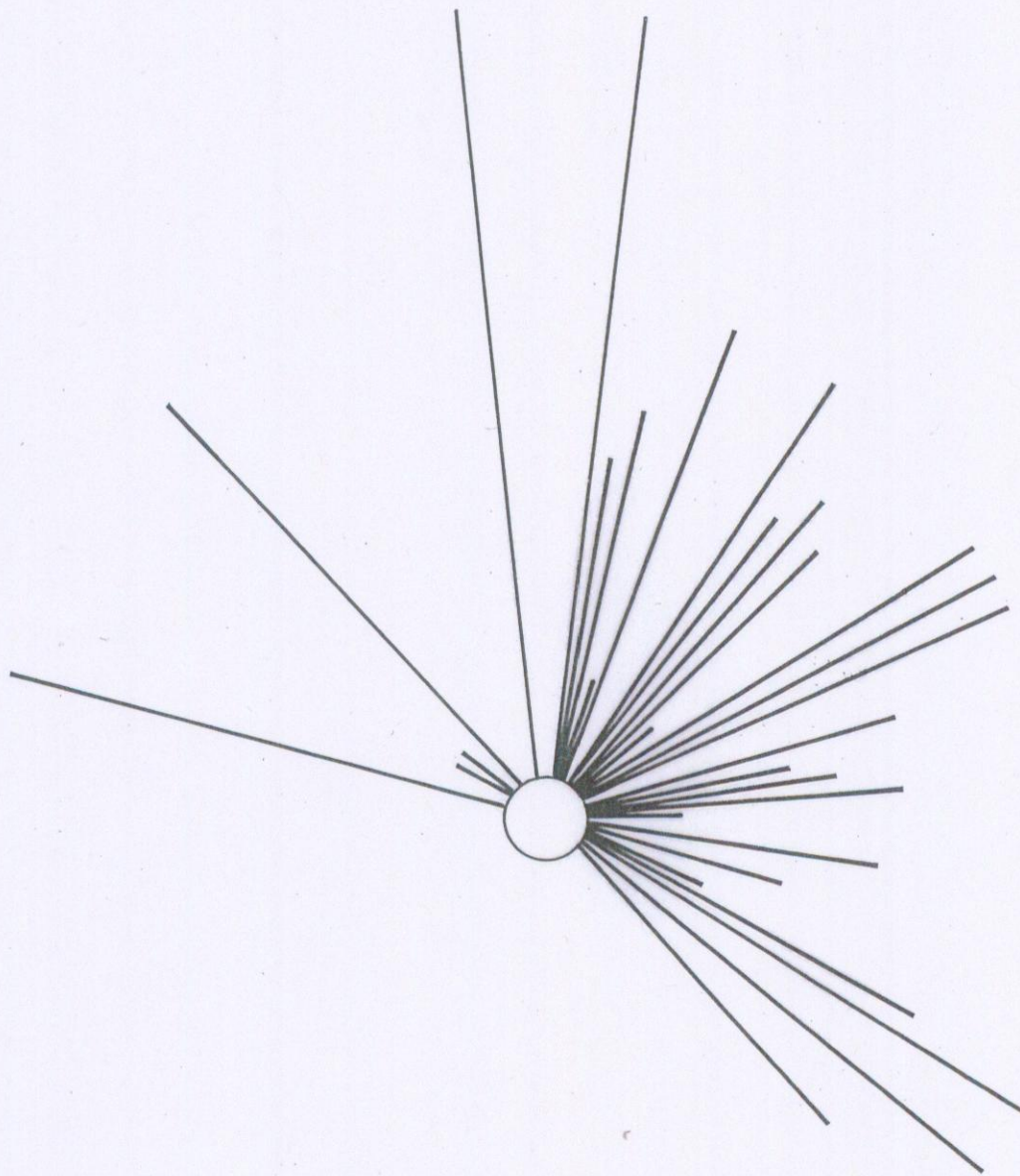


TEACHER 3: SCHOOL  
ENGLISH LESSON  
"Present Perfect"



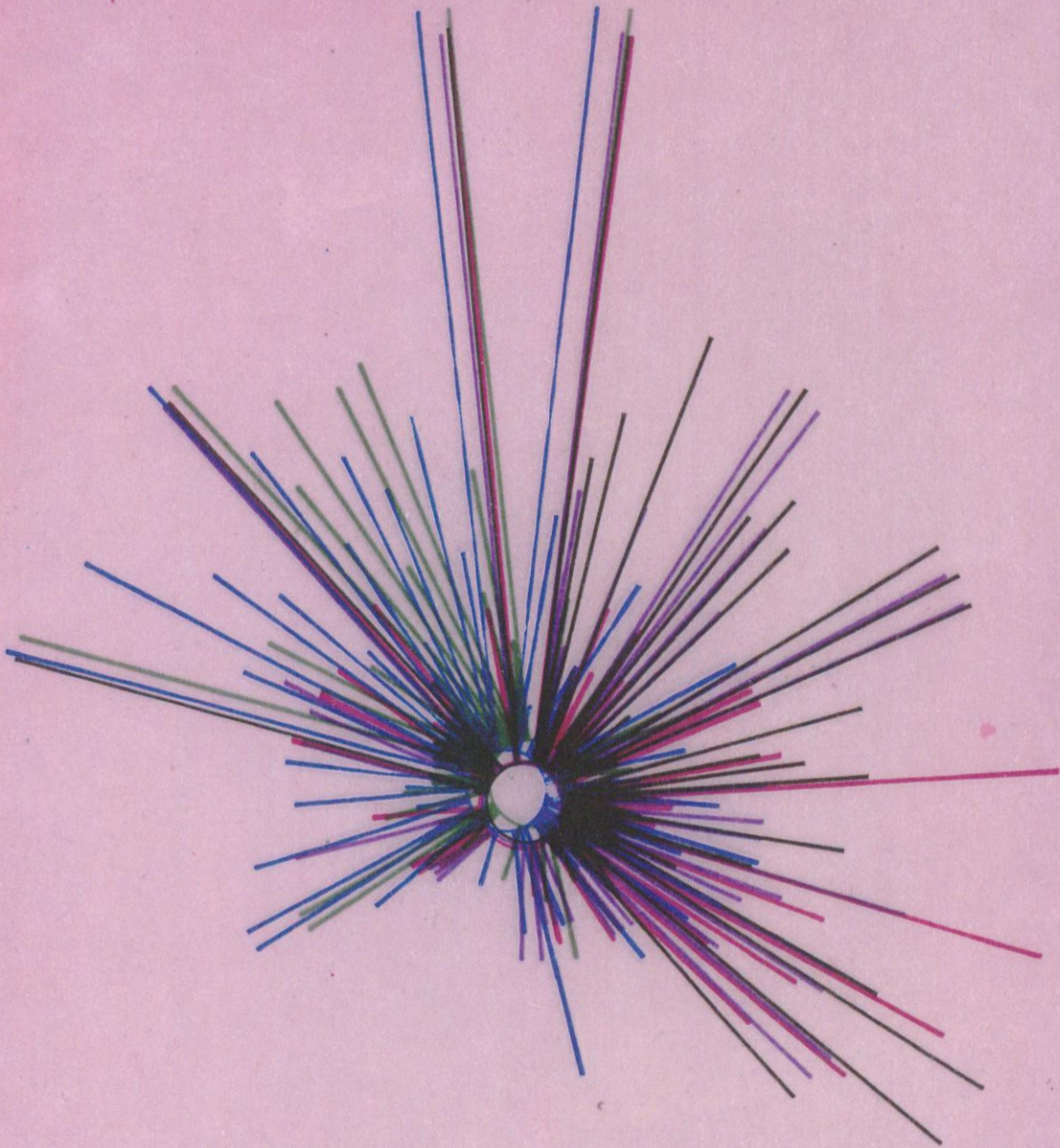


TEACHER 4: SCHOOL  
ENGLISH LESSON  
"Adjectives"





TEACHER 2: PROJECT  
TEACHER 4: PROJECT  
TEACHER 5: PROJECT  
TEACHER 6: PROJECT  
TEACHER 7: PROJECT  
TEACHER 8: PROJECT  
TEACHER 9: PROJECT  
TEACHER 10: PROJECT  
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TEACHER 97: PROJECT  
TEACHER 98: PROJECT  
TEACHER 99: PROJECT  
TEACHER 100: PROJECT



HIGH

LOW

|    |    |    |    |
|----|----|----|----|
| 77 | 78 | 79 | 80 |
|----|----|----|----|

activity organization

| verbal interaction |    |    |    |    |
|--------------------|----|----|----|----|
| 22                 | 23 | 24 | 25 | 26 |

activity organization

## DIAGRAM OF FREQUENCY OF EVENTS C.O.L.T ANALYSIS TEACHER PROFILES

**APPENDIX 6f****TABLES 10-14**

TABLE 10

TOTAL SCORES OBTAINED FOR TEACHERS 1, 2, 3 FOR PROJECT LESSONS USING THE COLT ANALYSIS SHEETS AND SHOWING  
SEPARATE SCORES FOR HIGH AND LOW COMMUNICATIVE PARAMETERS FOR BOTH PARTS A AND B

| TYPE & TITLE OF<br>LESSON        | TEACHER 1 |    | TEACHER 2 |    | TEACHER 3 |    |        |     |
|----------------------------------|-----------|----|-----------|----|-----------|----|--------|-----|
|                                  | PART A    |    | PART B    |    | PART A    |    | PART B |     |
|                                  | H         | L  | H         | L  | H         | L  | H      | L   |
| <b>LEAD IN</b>                   |           |    |           |    |           |    |        |     |
| 1) How far is it?                | 84        | 34 | 177       | 59 |           |    |        |     |
| 2) Going to town                 |           |    |           |    | 63        | 21 | 102    | 79  |
| 3) Going shopping                |           |    |           |    | 60        | 22 | 173    | 17  |
| 4) How far is it?                |           |    |           |    | 80        | 32 | 97     | 98  |
| <b>ACCURATE<br/>REPRODUCTION</b> |           |    |           |    |           |    |        |     |
| 5) Where are the<br>mice?        |           |    |           |    | 74        | 84 | 81     | 123 |
| 6) Where are the<br>mice?        | 114       | 95 | 131       | 83 |           |    |        |     |
| 7) Where are the<br>mice?        |           |    |           |    |           |    |        |     |
| <b>IMMEDIATE<br/>CREATIVITY</b>  |           |    |           |    |           |    |        |     |
| 8) Hiding objects                |           |    |           |    |           |    |        |     |
|                                  |           |    |           |    | 35        | 53 | 79     | 110 |



TABLE 11

TOTAL SCORES OBTAINED FOR TEACHERS 3 AND 4 FOR SCHOOL LESSONS ONLY USING THE COLT ANALYSIS SHEETS AND SHOWING SEPARATE FOR HIGH AND LOW COMMUNICATIVE PARAMETERS FOR BOTH PARTS A AND B

| TYPE & TITLE OF LESSON   | TEACHER 3 |     | TEACHER 4 |     |        |     |
|--------------------------|-----------|-----|-----------|-----|--------|-----|
|                          | PART A    |     | PART B    |     | PART A |     |
|                          | H         | L   | H         | L   | H      | L   |
| <b>ENGLISH</b>           |           |     |           |     |        |     |
| 1) Present perfect       | 49        | 142 | 59        | 134 |        |     |
| 2) Comparatives          | 21        | 212 | 66        | 200 |        |     |
| 3) Storytelling          | 58        | 10  | 94        | 21  |        |     |
| 4) Reading Comprehension |           |     |           |     | 29     | 106 |
| 5) Adjectives            |           |     |           |     | 0      | 165 |
| 6) Negatives             |           |     |           |     | 0      | 84  |
| <b>TOTALS</b>            | 128       | 364 | 219       | 355 | 29     | 355 |
|                          |           |     |           |     | 159    | 456 |
| <b>AVERAGE</b>           | 43        | 121 | 64        | 118 | 10     | 118 |
|                          |           |     |           |     | 53     | 152 |
| <b>OTHER SUBJECTS</b>    |           |     |           |     |        |     |
| 7) Science               |           |     |           |     | 36     | 52  |
| 8) Health Education      |           |     |           |     | 12     | 80  |
| 9) Geography             | 41        | 42  | 83        | 92  |        |     |
| 10) Science              | 80        | 116 | 89        | 143 |        |     |
| <b>TOTALS</b>            | 121       | 158 | 172       | 235 | 48     | 132 |
|                          |           |     |           |     | 176    | 232 |
| <b>AVERAGE</b>           | 61        | 79  | 86        | 118 | 24     | 66  |
|                          |           |     |           |     | 88     | 116 |

TABLE 12

TOTAL SCORES OBTAINED FOR TEACHERS 1, 2, 3 FOR PROJECT LESSONS ONLY COMBINING THE HIGH COMMUNICATIVE PARAMETERS FOR PARTS A & B, AND THE LOW COMMUNICATIVE PARAMETERS FOR PARTS A & B OF THE COLT ANALYSIS SHEETS

| TYPE & TITLE OF LESSON | TEACHER 1 |     | TEACHER 2 |     | TEACHER 3 |     |
|------------------------|-----------|-----|-----------|-----|-----------|-----|
|                        | H         | L   | H         | L   | H         | L   |
| 1) How far is it?      | 261       | 93  |           |     |           |     |
| 2) Where are the mice? | 245       | 178 |           |     |           |     |
| 3) Going shopping      |           |     | 233       | 39  |           |     |
| 4) Going to town       |           |     | 165       | 100 |           |     |
| 5) Where are the mice? |           |     | 155       | 207 |           |     |
| 6) How far is it?      |           |     | 177       | 130 |           |     |
| 7) Where are the mice? |           |     |           |     | 97        | 188 |
| 8) Hiding objects      |           |     |           |     | 114       | 163 |
| TOTALS                 | 506       | 271 | 730       | 476 | 211       | 351 |
| AVERAGE                | 253       | 136 | 183       | 119 | 106       | 176 |

TABLE 13

TOTAL SCORES OBTAINED FOR TEACHERS 3 AND 4 FOR SCHOOL LESSONS ONLY COMBINING THE HIGH COMMUNICATIVE PARAMETERS FOR PARTS A AND B, AND THE LOW COMMUNICATIVE PARAMETERS FOR PARTS A & B OF THE COLT ANALYSIS SHEETS

| TYPE & TITLE OF LESSON |                       | TEACHER 3 |     | TEACHER 4 |     |
|------------------------|-----------------------|-----------|-----|-----------|-----|
|                        |                       | H         | L   | H         | L   |
| <b>SCHOOL ENGLISH</b>  |                       |           |     |           |     |
| 1)                     | Present perfect       | 108       | 276 |           |     |
| 2)                     | Comparatives          | 87        | 412 |           |     |
| 3)                     | Storytelling          | 152       | 31  |           |     |
| 4)                     | Reading Comprehension |           |     | 93        | 209 |
| 5)                     | Adjectives            |           |     | 46        | 308 |
| 6)                     | Negatives             |           |     | 49        | 294 |
| <u>TOTALS</u>          |                       | 347       | 719 | 188       | 811 |
| <u>AVERAGE</u>         |                       | 116       | 240 | 63        | 270 |
| <b>OTHER SUBJECTS</b>  |                       |           |     |           |     |
| 7)                     | Science               |           |     | 148       | 168 |
| 8)                     | Health Education      |           |     | 76        | 196 |
| 9)                     | Geography             | 124       | 134 |           |     |
| 10)                    | Science               | 169       | 259 |           |     |
| <u>TOTALS</u>          |                       | 293       | 393 | 224       | 364 |
| <u>AVERAGE</u>         |                       | 147       | 197 | 112       | 182 |

TABLE 14

SUMMARY OF C O L T SCORES

|  |      |       |      |       |
|--|------|-------|------|-------|
| a) RANK ORDER FROM HIGH TO LOW                           |      |       |      |       |
| LESSONS  |      | HIGH  |      | LOW   |
| Project  |      |       |      |       |
| T1   |      | 253   |      | 136   |
| T2   |      | 183   |      | 119   |
| T3   |      | 106   |      | 176   |
| School - other subjects                                  |      |       |      |       |
| T3   |      | 147   |      | 197   |
| T4   |      | 112   |      | 182   |
| School - English   |      |       |      |       |
| T3   |      | 116   |      | 240   |
| T4   |      | 63    |      | 270   |
| b) COMBINED SCORES FOR SCHOOL ENGLISH AND OTHER SUBJECTS |      |       |      |       |
| (5 lessons)  | T3   |       | T4   |       |
|  | HIGH | LOW   | HIGH | LOW   |
| English  | 347  | 719   | 188  | 811   |
| Other Subjects   | 293  | 393   | 224  | 364   |
| TOTAL  | 640  | 1 112 | 412  | 1 175 |
| -5 AVERAGE   | 128  | 222   | 82   | 235   |
| c) COMBINED PROJECT AND SCHOOL SCORES FOR TEACHER 3      |      |       |      |       |
| (7 lessons)  | HIGH | LOW   |      |       |
| Project  | 211  | 351   |      |       |
| School   | 640  | 1 112 |      |       |
| TOTAL  | 851  | 1 463 |      |       |
| -7 AVERAGE   | 122  | 209   |      |       |
| d) RANK ORDER OF COMBINED SCORES FOR ALL TEACHERS        |      |       |      |       |
|  | HIGH | LOW   |      |       |
| T1   | 253  | 136   |      |       |
| T2   | 183  | 119   |      |       |
| T3   | 122  | 209   |      |       |
| T4   | 82   | 235   |      |       |

**APPENDIX 7a****TABLES 15-16**

**TABLE 15**  
**SUMMARY OF SCORES FOR ATTITUDES AND TEACHING PRACTICES**  
**COMMUNICATIVE ORIENTATION OF EACH TEACHER**

| COLT SCORES (EVENTS) |      |     | ATTITUDE SCORES (RAW)         |      |     |
|----------------------|------|-----|-------------------------------|------|-----|
| TEACHER              | HIGH | LOW | TEACHER                       | HIGH | LOW |
| 1                    | 253  | 136 | 1                             | 106  | 18  |
| 2                    | 183  | 119 | 2                             | 101  | 23  |
| 3                    | 122  | 209 | 3                             | 76   | 47  |
| 4                    | 82   | 235 | 4                             | 73   | 51  |
| COLT SCORES (EVENTS) |      |     | ATTITUDE SCORES (PERCENTAGES) |      |     |
| TEACHER              | HIGH | LOW | TEACHER                       | HIGH | LOW |
| 1                    | 253  | 136 | 1                             | 85   | 15  |
| 2                    | 183  | 119 | 2                             | 81   | 19  |
| 3                    | 122  | 209 | 3                             | 60   | 40  |
| 4                    | 82   | 235 | 4                             | 59   | 41  |

**TABLE 16**

**SUMMARY OF SCORES FOR HIGH & LOW COMMUNICATIVE ORIENTATION FOR ATTITUDES AND TEACHING PRACTICES (EVENTS) SHOWING CLEAR RANK ORDER AMONG RESPONDENTS**

| HIGH COMMUNICATIVE ORIENTATION |        | RAW SCORES  |        | LOW COMMUNICATIVE ORIENTATION |  |
|--------------------------------|--------|-------------|--------|-------------------------------|--|
| TEACHER                        | EVENTS | ATTITUDES   | EVENTS | ATTITUDES                     |  |
| 1                              | 253    | 106         | 136    | 18                            |  |
| 2                              | 183    | 101         | 119    | 23                            |  |
| 3                              | 122    | 76          | 209    | 47                            |  |
| 4                              | 82     | 73          | 235    | 51                            |  |
| HIGH COMMUNICATIVE ORIENTATION |        | PERCENTAGES |        | LOW COMMUNICATIVE ORIENTATION |  |
| TEACHER                        | EVENTS | ATTITUDES   | EVENTS | ATTITUDES                     |  |
| 1                              | 253    | 85          | 136    | 15                            |  |
| 2                              | 183    | 81          | 119    | 19                            |  |
| 3                              | 122    | 60          | 209    | 40                            |  |
| 4                              | 82     | 59          | 235    | 41                            |  |